DOCUMENT RESUME

ED 328 725 CE 056 896

TITLE Career Development Program Guide. A Guide to the Implementation Process for Career Development Programs.
INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE 89
NOTE 151p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Development; *Career Education; Career Planning; *Competence; Elementary Secondary Education; Employment Potential; Job Skills; Needs Assessment; Program Development; Program Evaluation; Program Guides; *Program Implementation; Self Concept; Staff Development
IDENTIFIERS Florida

ABSTRACT

This guide for implementing career development programs planned at the local level is adapted from the National Career Guidance and Counseling Guidelines published by the National Occupational Information Coordinating Committee. Introductory materials include a guide for assessing district readiness to begin planning for career development programs and an article, "Concepts of Implementing Career Guidance in Florida" (Robert Reardon), which outlines the development of career guidance and counseling and presents a model of career counseling delivery systems. Section 1, on student competencies, includes an overview and a detailed list of competencies with student performance indicators for elementary, sixth grade, seventh-eighth grade, and high school. Section 2 details the five steps of the local planning procedure needed to begin a program in career development. They are: (1) organize for implementation; (2) establish local standards; (3) improve the program; (4) implement the program; and (5) evaluate the program. Each part concludes with a checklist of tasks within that step. The appendix has two parts: (1) a set of 16 procedural charts; and (2) information and resource listings organized by category. Materials in the appendix are referenced in the implementation section and highlighted. The titles of the materials in the appendix are listed along with the page numbers. Procedural charts and guidelines are suitable for duplication. Also provided are lists of state department of education and state occupational information coordinating committees. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

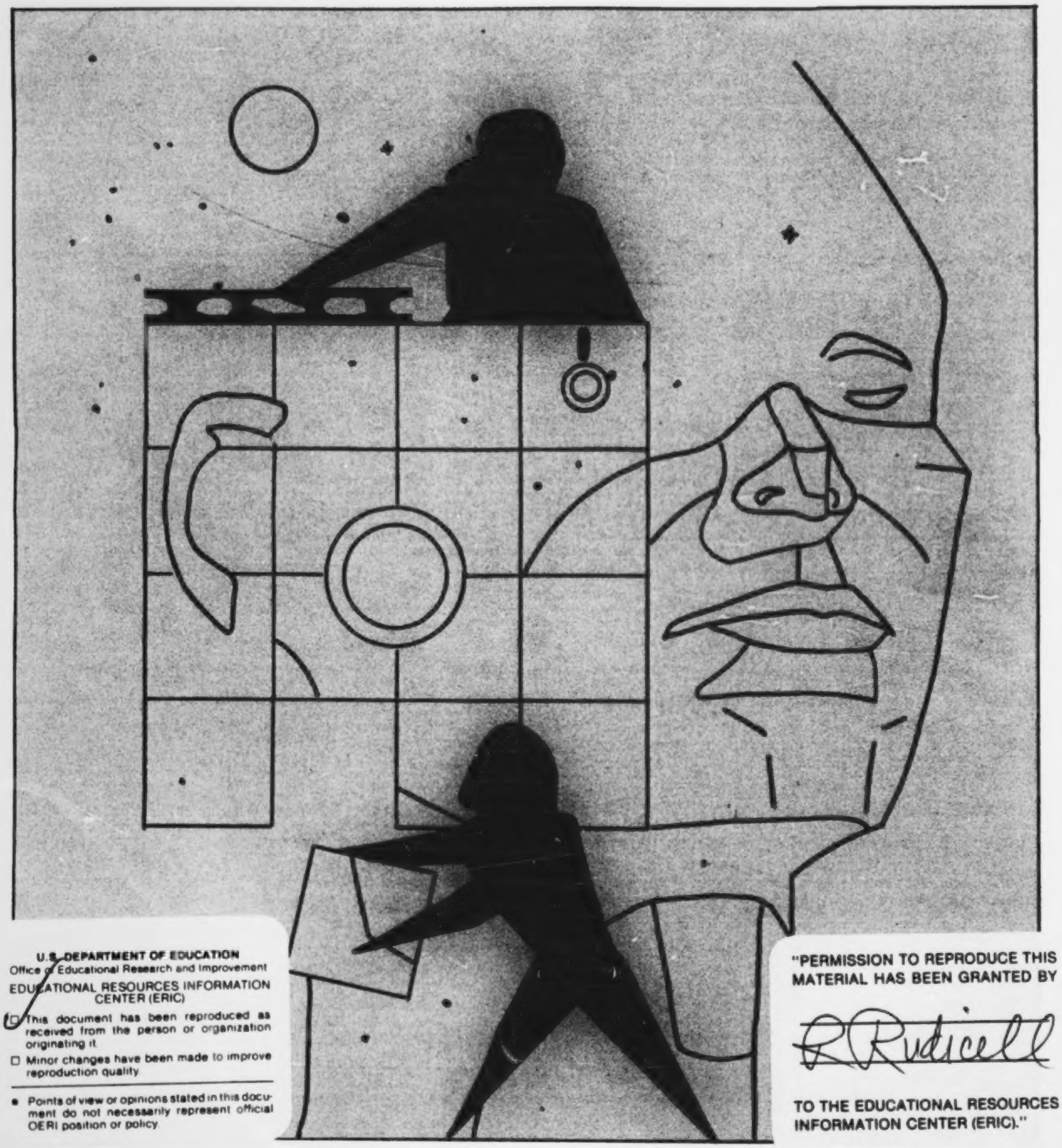
ED328725

CE 056 896

Career Development

PROGRAM GUIDE

A Guide to the Implementation Process for Career Development Programs



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Rudicell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FLORIDA'S GUIDE
TO
CAREER DEVELOPMENT

CAREER DEVELOPMENT PROGRAM GUIDE

1989

This manual was developed by the Bureau of Career Development, Division of Vocational, Adult, and Community Education, Florida Department of Education. For more information concerning this manual contact the Bureau at the following address:

Bureau of Career Development
Florida Education Center
Tallahassee, Florida 32399-0400
904/488-0400, Suncom 278-0400
1-800-342-9271

ACKNOWLEDGEMENTS

BLUEPRINT MIDDLE SCHOOL TASK FORCE

Patsy R. Agee
Bureau Chief, Program Development
Department of Education

Frank Binford
Director, Student Services
Palm Beach County

Billie Birdsong
Specialist, Student Services
Lake County

Veronica Bistrovic
Testing Specialist, ASVAB
Department of Defense

Richard Chapman
Assistant Superintendent,
Student Services
Orange County

James L. Crosier
Administrator, Curriculum Services
Department of Education

Frank Darden
Supervisor, Middle Grades Education
Department of Education

Don Darling
Administrator, Student Services
Department of Education

Wiley Dixon
Director of Guidance
Alachua County

Flo Haire
Consultant, Middle School
Polk County

Sandy Harwell
Coordinator, SREB Project
Polk County

John Holechek, Jr.
General Director, Vocational Education
Duval County

June Hubek
Resource Teacher, Career Education
Orange County

Joe Kolinsky
Supervisor, Special Vocational Programs
Hillsborough County

Pat Malloy
Principal, Lake Gibson Jr. High School
Polk County

John Mashall
Consultant, Bureau of Career Development
Department of Education

Susie McLennan
Supervisor, Vocational Student Services
Hillsborough County

John Meinecke
Program Consultant, Middle Schools
Orange County

Richard Ray
Section Director, Program Development
Department of Education

David Reilly
Teacher, Middle School
Palm Beach County

Ray Robison
Consultant, Middle School
Orange County

Pat Schwallie-Giddis
Supervisor, Curriculum Services
Department of Education

Virginia H. Smith
Guidance Specialist, Middle School
Palm Beach County

Eldene Spriggs
Consultant Specialist, Middle School
Palm Beach County

Glenn Thomas
Bureau Chief, Bureau of Career Development
Department of Education

Teresa Wilkes
Teacher, Middle School
Polk County

CONTRIBUTORS

Robert Reardon, PhD
Contributor, Professor
Florida State University

Imelda Van Fleet, PhD
Consultant, Editor
Curriculum Coordinator
Florida State University

Robin Rudicell, PhD
Writer, Compiler
Curriculum Consultant
Bureau of Career Development
Florida Department of Education

CONTRIBUTORS

Robert Reardon, PhD
Contributor, Professor
Florida State University

Imelda Van Fleet, PhD
Consultant, Editor
Curriculum Coordinator
Florida State University

Robin Rudicell, PhD
Writer, Compiler
Curriculum Consultant
Bureau of Career Development
Florida Department of Education

TABLE OF CONTENTS

Introduction 3
    Steps to Assess District Readiness 5

    Concepts for Implementing Career Guidance in Florida 7

Student Competencies 19
    Career Development Competencies by Area and Level 21
    Elementary 23
    Sixth Grade 29
    Seventh - Eighth Grade 35
    High School 41

Implementation Guidelines 49

Step I: Organize for Implementation 51
    The Team Approach 51
    Form a Steering Committee 51
    The Role of the Advisory Committee 54
    Identify Benefits 55
    Develop a Career Development Plan 58
    Develop a Task-Timeline 58
    Checklist 60

Step II: Establish Local Standards 61
    Conduct a Needs Assessment 61
    Review Student Career Development Standards 62
    Checklist 65

Step III: Improve the Program 67
    Career Development Programs 67
    Conduct a Review of the Current Program 69
    Improve the Career Development Program 71
    Checklist 76

Step IV: Implement the Program 77
    Secure Resources and Staff Time 77
    Conduct Staff Development 77
    Monitor Program Implementation 79
    Checklist 80

Step V: Evaluate the Program 81
    Design and Conduct Product Evaluation 82
    Design and Conduct Process Evaluation 84
    Use Evaluation Results 85
    Checklist 87

Appendices 89
Procedure 1: Select a Steering Committee 91
Procedure 2: Steering Committee – Sample Agenda Items 92
Procedure 3: Advisory Committee Selection Chart 93
Procedure 4: Needs and Benefits 94
Procedure 5: Career Development Information Brief 96
Procedure 6: Task-Timeline for the Implementation Process 97
Procedure 7: Administering a Needs Assessment Instrument 98
Procedure 8: Example of Scope and Sequence 101
Procedure 9: Articulation Guidelines 102
Procedure 10: Conducting a Program Review 105
Procedure 11: Career Development Program Review Form 106
Procedure 12: Improving the Program 109
Procedure 13: Preparing Staff Development Plans 112
Procedure 14: Conducting a Process Evaluation 122
Procedure 15: Designing Product Evaluation 125
Procedure 16: Elementary School Individual Career Plan 127
Middle School Individual Career Plan 130
High School Individual Career Plan 134

Resources 139
Books 141
Professional Journal Articles 142
State Departments of Education 143
Professional Associations and Federal/State Agencies 145
Local Educational Agencies/Institutions 147
Training Materials and Resources 148
Other Related Reports and Studies 148
Addresses 149
State Occupational Information Coordinating Committee 151

INTRODUCTION

INTRODUCTION

Work and school are partners in the twentieth century. The Florida Blueprint for Career Preparation outlines the strategy Florida is using to build this partnership in education and take it into the twenty-first century. Betty Castor, Commissioner of Education, has said "We must change the way we do business in education ... because business is depending on it. In fact, our economic survival is depending on it." The Blueprint is just what the name implies, a blueprint for building programs to address the needs of the students for skills and training to enter the work force.

Commissioner Castor challenges all educators to meet her goal.

> ***Students graduating from Florida's public schools shall be prepared to begin a career and continue their education at a postsecondary technical school, community college or university.***

This goal has set in motion a planning and implementation process in the state that includes steering committees, pilot projects, and the development of resource materials and curriculum products. Part of this process includes this manual, a guideline for implementing career development programs that are planned at the local level.

This book is adapted from the *National Career Guidance and Counseling Guidelines* produced by the National Occupational Information Coordinating Committee (NOICC). The material was planned by groups representing national guidance, vocational, business, and career organizations, as well as educators, and state and federal agencies.

The National Career Guidance and Counseling Guidelines addresses the needs of young people and adults for programs to teach them how to identify, understand and act on their career needs. The *Guidelines* are intended to be used by local districts to build programs that meet local and state needs. The *National Guidelines* are divided into five volumes, elementary, middle school, high school, post secondary, and adult. Each volume includes background; student, counselor, and institutional standards; implementation guidelines; activities; and resource listings.

Florida's Guide to Career Development addresses the same areas as the *National Guidelines*, providing information that applies specifically to Florida. The underlying philosophy of the manual is that effective school based programs are best planned at the school level. The *Florida Guide* provides schools and districts with a step by step process for planning and implementing quality career development programs.

The *Guide*, distributed in notebooks to make updates easy, will have three parts, a manual outlining steps for implementing career development programs, an annotated resource guide, and a curriculum infusion guide.

Part I, Career Development Program Guide is divided into three major sections, student competency listings, the guidelines for school based planning and implementation, and the appendix.

Introduction. The Introduction, entitled "Concepts for Implementing Career Guidance in Florida," was written by Dr. Robert Reardon, Professor, Department of Human Services and Studies, College of Education, Florida State University. Dr. Reardon is the Program Director in the Curricular- Career Information Services, and Co-director of the Center for the Study of Technology in Counseling and Career Development at Florida State. In the article Dr. Reardon outlines the development of career guidance and counseling through the twentieth century and explains his model of career counseling delivery systems.

Dr. Reardon has held fulltime teaching and counseling positions at Florida State University since 1966. He has collaborated in producing several books, including *Career Development Interventions* (1984), *Facilitating Career Development* (1975), *Counseling and Accountability* (1973), and *Career Development and Services: A Cognitive Approach* (in press), and has published more than 45 articles in professional journals. These articles have focused on the research and development of innovative career interventions featuring the use of information. The Curricular-Career Information Service program he directs logs 8000 career services contacts annually, has been reported in more than 50 articles, and has served as a field training site for over 250 graduate students. He received the Merit Award from the National Vocational Guidance Association in 1983.

Also included in the introductory material is a guide to district readiness to begin planning for career development programs.

Student Competencies Listing. The career development competencies were developed by NOICC and adopted by Florida through the recommendation of the Blueprint Middle School Task Force. The listing includes an overview of the competencies and a detailed list of competencies with student performance indicators.

Implementation Guide. The step by step planning guide details the local level planning procedure needed to begin a program in career development. Each section has a checklist of steps at the end. The checklist might be used to plan agendas for steering committee and work team meetings.

The Appendix. The appendix has two parts, procedural charts and information and resource listings. Materials in the appendix are referenced in the implementation section and highlighted. The title of the material in the appendix is listed along with the page number. The procedural charts and guidelines in the appendix are designed to be duplicated and used in meetings and planning sessions. Permission to use or duplicate any material in this book is freely given as a part of the document as long as the use of the material is for nonprofit, educational purposes.

For more information about the *Guide*, or to order copies of the manual, please contact:

The Bureau of Career Development
The Florida Department of Education
Florida Education Center
Tallahassee, Fl. 32399-0400
904/488-0400

STEPS TO ASSESS DISTRICT READINESS

Level of Awareness	Where is your district now?	Where do you start?
Ready for foundation resources	Administrators have heard of the Blueprint for Career Preparation and would like to review it to see how it applies to your county. School personnel would like to visit pilot sites. School personnel/administrators need to review Florida's Guide to Career Development.	Obtain copies of The Blueprint and circulate among district personnel. Arrange for pilot site visits. Obtain copies of Florida's Guide to Career Development and circulate. Hold meeting to obtain approval and support to begin a steering committee for implementation.
Ready to begin implementation planning	The district and school level personnel have reviewed the Blueprint for Career Preparation, and Florida's Guide to Career Development, and have visited pilot sites. The district needs to build a base of support for career development planning. The district is ready to form a steering committee.	Adapt Florida's Guide to Career Development to your district. Hold district level inservice meetings to review the planning process. Obtain recommendations for steering committee. Begin using the implementation planning process outlined in the Florida's Guide to Career Development.
Ready to begin implementation	The district has approved a steering committee and has mad commitments of resources and personnel.	Follow and adapt Florida's Guide to Career Development to complete the implementation process.

CONCEPTS FOR IMPLEMENTING CAREER GUIDANCE IN FLORIDA

by Robert Reardon, Ph.D.

Dr. Robert Reardon has been a professor in the Department of Human Services, The College of Education, Florida State University, since 1966. He is Director of the Curricular-Career Information Service and Co-Director of The Center for the Study of Technology in Counseling and Career Development. He has collaborated on four books and has published more than 45 articles in professional journals. In this introduction Dr. Reardon outlines the history of vocational guidance, then moves to definitions of career, work, and career development. Finally he presents a model for career counseling interventions.

FOREWORD

In 1969 our Counseling Center at Florida State University was proposing to create a self-help oriented career resource center linked to academic advising. During a presentation to the Council of Deans, I recall one dean asked questions about the theory base of the proposal. Another questioned why counselors were concerned about this topic because some viewed it as "academic turf." And others questioned the self-help approach. I think back to that meeting whenever I am asked to write about the theory basis of career guidance. Back in 1969, I needed a historical, theoretical perspective on the design of my career guidance program, and the following pages include some of what I have learned in the past 20 years. I hope this personal learning may be helpful to others contemplating the development of comprehensive career guidance programs.

The theory basis of career guidance draws from many disciplines, including career theory, occupational sociology, labor market economics, vocational psychology, guidance and counseling theory, differential psychology, family systems, learning theory, and instructional systems design. The book edited by Brown and Brooks (1984), Career Choice and Development, is one good reference for theory. While these theories and fields of knowledge are the foundations of career development efforts, this paper follows a different line of inquiry and analysis.

This paper begins with a historical perspective on the vocational guidance movement, and then focuses on the definitions of career, work, and career development. Contemporary social and economic change has impacted the career guidance field, and many of these issues and forces are listed. Finally, the paper offers a macrolevel, three dimensional model that can help conceptualize career interventions in the terms of (1) who should be helped, (2) what help can be offered, and (3) how the help could be given. Altogether, this concept paper may help policy makers and practitioners make informed decisions about why and how career guidance can be provided to Florida citizens.

HISTORICAL PERSPECTIVE

America in the early 1900's was marked by social change and unrest, not unlike Florida today. The educational system was in disarray, there were many school drop-outs, cities were filled with recent immigrants seeking work, new industries had job vacancies, and all segments of society were searching for solutions to problems resulting from growth and change. After years of public discussion, a broad-based social reform movement gave birth to numerous programs and professions, including vocational education and vocational guidance. The latter program was commonly found in

---

Thanks to my colleagues Janet Lenz and Jim Sampson for helping produce this paper.

community-based settlement houses. One of the most visible programs was the Vocation Bureau established by Frank Parsons in 1908 in Boston's Civic Service House. The Bureau provided short-term vocational counseling for persons seeking career planning and employment assistance by (1) helping persons assess their interests, goals and backgrounds, (2) providing educational and occupational information and referral, and (3) helping persons make wise plans and decisions based on these two sets of information.

In the past 80 years, the three part intervention outlined by Parsons has remained the basic model for vocational guidance. To be sure, each of the three steps has been modified, upgraded and expanded, but the essence of his approach remains (Herr & Cramer, 1988). One thing that did change was the movement of vocational guidance from community-based settings to the secondary school — vocational guidance became educational and personal guidance. In the process, some would argue that guidance lost touch with the broad social and economic forces that gave it birth (Stephens, 1970).

SCHOOL-WORK TRANSITIONS

Vocational guidance has always been a program seeking to help persons make transitions into work or employment. It remains unique among the professions in this regard. The school-to-work transition has been most prominent, but three other transitions also benefit from guidance interventions. These are school-to-school, work-to-school, and work-to-work transitions. Comprehensive career guidance, or life/career development as it might now be described (Gysbers & Moore, 1975), aims to serve many groups, e.g., to help displaced workers find new skills (education) or jobs, adult women seeking to continue their education or find new jobs upon experiencing the empty nest, or retired persons find new personal fulfillment and skills through educational programs.

DEFINING "CAREER DEVELOPMENT"

The career development concept embraces many important ideas. Ken Hoyt, Ed Herr, Norm Gysbers, and Bob Worthington are four of the most prominent authorities in the field, and their views are noted in the following paragraphs. Hoyt (1975), a distinguished Professor at Kansas State University, defined career development as the process by which a person makes work a meaningful part of his/her total lifestyle. When "work" is defined as "conscious effort — other than that whose primary purpose is either coping or relaxation — aimed at producing benefits for oneself and/or for oneself and others," it is clear that one's career development includes components related to unpaid work as well as to paid employment (Hoyt, 1975, p. 113). The key point is the meaning of the word "work" in the individual's life. Career development seeks to help persons want to work, prepare for work, and enter into work that is satisfying to the person and beneficial to society.

Hoyt (1983) believes the career development process can be thought of as part of the process of human growth and development. Unlike physical development, however, career development is not something that occurs primarily during one's youth. On the contrary, the career development process can, for most persons today, be expected to occur many times during the life cycle. The certainty of recurring school-to-work transitions facing Floridians today is a result of both our information-oriented, high technology occupational society, and the rapid rate of economic change occurring in the world today.

Each time during the life cycle when a person is faced with the necessity — or the desirability — of a career change, he or she is potentially subject to experiencing the entire career development process (Hoyt, 1983). This process consists, at a minimum, of: (1) career awareness; (2) career exploration;

(3) career planning/decision-making; (4) career preparation; (5) career entry/progression; and (6) adaptability for further career changes. Successful passage through each step in this process is essential in assuring that the maximum freedom of career choice is extended to all persons — male and female, minority and non-minority, youth and adults, persons with and without physical/mental disabilities — in our society. This means that a total community-based delivery system is required, i.e., that career development is not a process that can be left to the education system alone, nor to any other single community group. It also means that the career development effort will be most appropriately carried on in differing ways and in different settings for different segments of the total community. Those of us in education need to remind ourselves and others of this point.

Thus, according to Hoyt, career development can be thought of as a process aimed at indirectly meeting the economic development needs of the community through directly meeting the needs of each person for finding meaning and meaningfulness in work in his/her life. Career guidance enhances the personal freedom of individuals to become all they can be—to realize their dreams and aspirations.

Before leaving this section on definitions, a word may be said regarding "career education." Although precise definitions of career education were never universally held, it generally focused on the role of the classroom teacher in the teaching-learning process, the K-12 public school system, and the collaborative role of community resources and organizations in solving school/work problems in society (Hoyt, 1975). More recently, the concept of "career preparation" has emerged as a term for capturing the essence of career development/ guidance/ education activities. An advantage of the concept of "career preparation" includes less confusion with the term vocational education than was the case with career education. "Career preparation" may also connote a broader scope than K-12 school-based programs.

FORCES IMPACTING CAREER GUIDANCE

Edwin Herr (1985), a past president of the National Career Development Association, examined current forces affecting contemporary Americans, as well as career development interventions, programs, or services. Such a "big picture" view-point helps us understand what present and future career guidance programs might encompass.

> ***As a function of the periodic problems of unemployment that are likely to accompany the major occupational shifts in an Age of Technology, counselors and career guidance specialists in a variety of settings will need to be prepared to work with youth and adults who are experiencing or anticipating unemployment. Among other concerns, counselors will need to understand and help these people with the psychological aspects of unemployment (for example, the relationship between jobs, joblessness, and mental health). Second, counselors will need to assess those vulnerable to unemployment to examine the range of community resources available to them in the event of unemployment. Persons at risk will need help in seeing themselves as part of a system, not as social isolates. Third, counselors will need to recognize that those who experience unemployment are likely to need more than support. They are likely to be people who have multiple problems, for example, transportation to work; racial, ethnic or gender discrimination; lack of basic skills; poor industrial discipline; family discord; drug or alcohol problems; and inability to manage resources. Counselors and guidance mechanisms can provide or broker skill training in many of these areas (Herr, 1985, p.8).***

Herr (1985, pp. 12-13), further listed major factors related to work, to society, and to career interventions that public policy makers should consider.

- *Work has different purposes for different people; the same work can be interpreted differently by different people at the same time and by the same person across time.*
- *Unemployment is not just a loss of economic livelihood but a major factor in stress-related diseases, hypochondriasis, suicide, increases in mental illness, chemical dependency, and child and spousal abuse.*
- *A significant portion of college students are experiencing difficulties in relating their educational pursuits or the choice of majors to careers or the world of work.*
- *One of the fastest growing opportunities for the provision of career guidance and counseling services is in business and industry. Even so, such services are not yet common to these workplaces.*
- *The adult population is extremely heterogeneous and not located in any single institution. Therefore, the population of adults seeking career services is large, diffuse, and characterized by many different types of career concerns.*
- *Career guidance techniques for adults with career problems frequently need to embody dissemination of information, crisis intervention, attention to readiness and motivation for work, attention to reality concerns, and the need for specificity in life/work planning.*
- *Many women interested in returning to the work force translate their lack of salable skills into feelings of little self-worth. The latter frequently becomes a major career guidance issue.*
- *Re-entry women typically need counseling and information about job opportunities, career decision making, personal assets and skills, full-time versus part-time work, hiring and promotion and retention practices, possible jobs with current education, and family-career management assistance.*
- *Successful programs of career guidance for the long-term unemployed tend to focus on the individual's work attitudes as well as developing job skills. Frequently, unemployed persons need an assessment of work assets and training in job-seeking skills.*
- *The majority of adults will experience some interrole conflict. As a result, career interventions may be useful to assist these adults to redefine the expectations of others and to modify their own expectations or behavior. Career counseling may also be useful in assisting both men and women to examine expectations of each other, role definitions, alternatives to maternal care-giving, and the delegation of career-home responsibilities.*
- *Career guidance should bring about self-understanding and action. However, career counseling should not be viewed in a narrowly defined way. "Pure" career counseling or a single model, thereof, is illusory.*
- *Decision-making is a learned process, crucial to career choice and behavior. Effective career guidance interventions incorporate instruction for career decision-making.*
- *The use of groups for purposes of career counseling or guidance is now a major strategy. They can be used for information dissemination, motivation, teaching, practice, attitude development, exploration, and counseling.*

Similarly, Norman Gysbers (1985), of the University of Missouri, identified the four most predominant trends likely to affect career guidance.

> *The meanings given to career and development continue to evolve from "vocation" (occupation) and vocational development (occupation development) to words that describe the human career in terms of life roles, life settings, and life events that develop over the life span.*
>
> *Substantial changes have taken place and will continue to occur in the economic, occupational, industrial, and social environments and structures in which the human career develops and interacts, and in which career guidance and counseling take place.*
>
> *The number, diversity, and quality of career developmental programs, tools, and techniques continue to increase almost in geometric progression.*
>
> *The populations served by career development programming and the settings in which career development programs and services take place have increased greatly and will continue to do so.*

And, finally, Robert Worthington (1984), former Commissioner of Education for Adult, Technical, and Vocational Education, identified three "dimensions of change" affecting vocational education, including career guidance programs.

> *Under technological change, we are experiencing a startling acceleration in the modification of old technologies, as well as the introduction of completely new ones. Terms such as "microminiaturization," "robotics," "fiber optics," "bioengineering," and "laser communications" are becoming part of our language, if not yet household words. Still more changes will come as expected increases in private sector investment in research and development occur. What this means is that the corresponding rate at which skills in many fields become obsolete is also increasing. Therefore, we must devote our attention not only to preparing new workers at higher skill levels, but also to retraining hundreds of thousands of experienced workers who face structural unemployment.*
>
> *Under economic change, we have the problems of overall low productivity; deteriorating competitive position in many manufacturing industries such as steel, shipbuilding, and production electronics; aging and inefficient plants; an abnormally high real interest rate; and residual inflation. Everywhere we read that the nation's industry has lost millions of jobs that will never come back, in such major "blue-collar" fields as automobile manufacturing and garment-making. Once again, technological change is an important factor in this economic change. Some studies predict that before long robots will supplant millions of factory workers and eventually could be handling all manufacturing chores. Many middle-aged, skilled, but unemployed, workers are having severe problems finding new jobs and are increasingly seeking retraining as the answer; this has distinct implications for vocational education.*
>
> *Under demographic change, we have the overall aging of the nation's work force; a projected decrease in the percentage of the work force composed of youth (but an increase within that age bracket of minorities); an out-migration of skilled workers from the Frost Belt to the Sun Belt; a tendency for adults to remain in the work force longer and to opt for later retirement; a continued influx of women into the work*

> ***force, particularly into non-traditional occupations; an increasingly mobile work force; and a continuing concentration of poor, unskilled or low-skilled workers in densely populated urban areas. Recent data also indicate that, relatively speaking, the rural poor are in even more difficult straits than a decade ago.***

Altogether, these historical and contemporary views of the career preparation needs of individuals and/or society by Herr, Gysbers, and Worthington constitute a complex but useful array of options for those seeking to establish policies for comprehensive career guidance. The picture emerges as a complex social problem surrounding school-work transitions which will require an appropriately complex, comprehensive intervention. Narrowly defined programs, constrained by agency territorial self-interest, restricted ideologies, and historical traditions, will not solve our present work transition problems.

CAREER GUIDANCE POLICY ISSUES

The preceding historical and conceptual analysis helps us focus on some issues that are inherent in the design of effective career guidance programs. Clarifying these issues or making decisions about them can help us write clearer program goals, achieve more consensus on how to use scarce resources, and agree on the desired outcomes of career guidance programs in various settings. These are some of the critical issues that I see.

Definitions – Do all stakeholders in the career guidance program agree on the definitions of critical terms, such as career, work, career preparation, career development, career guidance, vocational education?

State leadership – To what extent is state level leadership and coordination across various education divisions and state agencies centrally coordinated? This could include universities, libraries, museums, business, labor, associations and other organizations.

State vs. local or institutional roles in program development – To what extent do state program goals guide or specify local school district or postsecondary institution career intervention program activities?

Infusion vs. separate courses – To what extent is career preparation infused into the curriculum or presented as separate courses at different K-Adult education levels?

School counselor/occupational specialist role – What is the leadership role of the secondary/elementary counselor and/or occupational specialist in leading public school career guidance programs?

CIDS – What is the scope and function of the state career information delivery system in career guidance?

State employment service and PIC – What is the role of the employment service and private industry council in career guidance in the secondary, postsecondary and community setting?

Out of school youth and adults – Who provides career guidance to out of school youth and adults, including displaced homemakers and structurally unemployed persons?

Standards – To what extent are national, state or professional program guidelines used to specify staff credentials, minimum resources, types of clients served, facilities, budget, and so forth at various education levels?

Associations – What professional association(s) will become involved in holding conferences, providing training, sharing new information, and creating networks, regarding comprehensive career guidance in Florida?

Accountability—What are the indicators of career guidance program effectiveness in various settings?

Committee structure—What type of committee structure is needed at the local and state levels, and within agencies, to provide stakeholder information for the operation of a state career guidance system?

These trends and issues suggest the need for cost-effective interventions that include both developmental career guidance approaches infused in K-Adult educational programs, and more intensive, directed approaches addressing the immediate employment needs of youth and adults. Such career interventions can positively impact the economic development needs of communities.

A MACRO-SYNTHESIS

The career needs of children, youth, and adults, in school and non-school settings present a complex set of circumstances for guidance program planners. In addition, the accepted standards of professional practice, both in terms of available career interventions and levels of staff competencies, are being increasingly specified and validated. Three dimensions of career guidance programs, (1) client needs, (2) intervention complexity, and (3) staff competencies, intersect in specific ways that provide a macro level view of career guidance program policy options. The cube shown in Figure 1 graphically depicts this three dimensional relationship via a synthesis model. Note that each dimension presents a continuum (A) from simple to complex client needs, (B) from less to more career intervention complexity, and (C) from basic to advanced levels of staff competencies. The shaded area identifies the functional area characterized by the most simple client needs, the least complex interventions, and the most basic staff competencies, or the area of least costly career interventions.

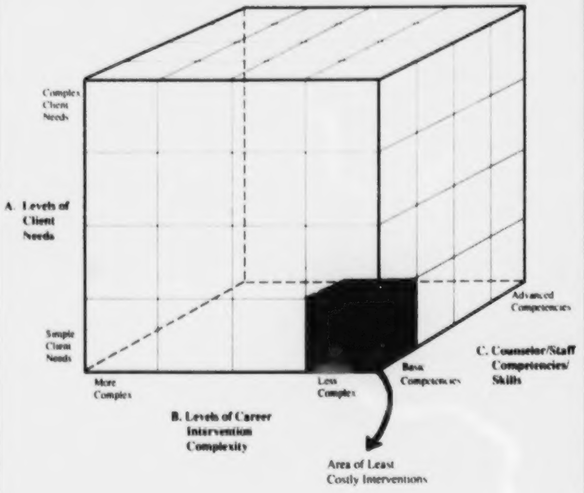

Complex Client Needs
A. Levels of Client Needs
Simple Client Needs
More Complex
Less Complex
B. Levels of Career Intervention Complexity
Basic Competencies
Advanced Competencies
C. Counselor/Staff Competencies/ Skills
Area of Least Costly Interventions

Figure 1 A Macro-Synthesis of Three Career Guidance Dimensions

A. Client Needs, B. Intervention Complexity, C. Staff Competencies.

Robert Reardon
1987

The following paragraphs analyze the continuum present in each of the three dimensions of the cube. The purpose is to help us more fully appreciate the way the cube may be used to guide career guidance program planning and policy development.

A. Levels of Client Needs (Individual/Organization)

As noted throughout this paper, individual client needs for career assistance are complex and varied. Various lists of these needs have already been reported (Tiedeman, et al., 1978; Campbell & Cellini, 1981). Representative examples of the developmental complexity of these needs may be illustrated as follows, beginning with the more simple needs. These are based largely on my *a priori* analysis.

The client's goal is to:

A1. become aware of career fields

A2. obtain a list of courses for a specified training program

A3. acquire information describing an occupation

A4. learn about how to apply for a job

A5. identify personal strengths and weaknesses relevant to career choice

A6. learn career decision-making skills

A7. increase motivation for career/work success

A8. accept personal responsibility for career behavior

A9. overcome barriers to employment, e.g., lack of academic skill, minority group membership, poor work history, offender status, physical disability, displaced worker

A10. history of personality or emotional problems evidenced by chronic career indecision

A11. manage a dual career situation, e.g., relocation, child care

In general, children and youth would have less complex career needs, while adults may experience any of the needs listed. A comprehensive state or community level career guidance program, however, would need to be able to respond to all levels of needs. The more complex needs may have multiple causes, and include a crisis orientation on the part of the client. It should be noted that organizations as well as individuals may have needs for career guidance programs. Schools and private businesses are examples of organizations that may need career services for their members.

B. Levels of Career Intervention Complexity

Monographs by Herr and Cramer (1988), Career Guidance and Counseling Through Life Span, and Burck and Reardon (1984), Career Development Interventions, describe more than 150 career interventions, many of which have been validated for their effectiveness. The state-of-the-art in this area is also complex and varied. (Wouldn't Frank Parsons be amazed at the guidance tools available to us today?) A brief representative list of less to more complex interventions generally following the prior list of client needs (shown in parenthesis) is presented below.

B1. Browse the Occupational Outlook Handbook (A1)

B2. Read a course list and descriptions for a college major (A2)

B3. Read an occupational brief (A3)

B4. View a videotape on job application procedures (A4)

B5. Take the Self-Directed Search or complete a card sort and then confer with a career counselor (A5)

B6. Complete a computer-based career guidance system (A6)

B7. Participate in individual or group counseling (A7, A8)

B8. Obtain specialized career counseling, individual or group (A9)

B9. Psychotherapy (A10)

B10. Specialized individual or group counseling, or attend a special workshop (A11)

In general, the latter career interventions require specialized professional career counseling, including an array of non-counselor mediated interventions, such as use of multiple print and non-print media, specialized referral resources, and interventions of longer duration. These more complex interventions, generally directed to post-secondary clients and adults, are also more expensive. Less complex interventions are of shorter duration, and may be delivered indirectly through teachers or print materials.

C. Levels of Staff Competencies

Various skill competency levels needed by teachers, parents and counselors in career guidance program delivery can be specified. The more general, basic skills would likely be associated with personnel who are community information resources, teachers, peer counselors, parent volunteers, and guidance paraprofessionals. The advanced career skills would be held by certified professional career counselors, and include skills in program development and management, staff training and supervision, research and evaluation, and specialized individual/group counseling. Examples of competencies/skills related to the aforementioned client and intervention situations are noted below.

The career guidance provider can:

C1. locate and monitor use of the Occupational Outlook Handbook (A1, B1).

C2. provide a list of courses and make appropriate referral for more information (A2, B2)

C3. locate and provide occupational briefs and more information if needed (A3, B3)

C4. supervise the use of a videotape player or other audiovisual equipment (A4, B4)

C5. supervise the use of the Self-Directed Search or other self-assessment materials and make referrals to special assistance as needed (A5, B5)

C6. introduce & monitor use of a computer-based career guidance system and provide follow-up counseling if needed (A6, B6)

C7. provide specialized group or individual career counseling (A7, A8, A9, B7, B8)

C8. refer clients for intensive or specialized therapy (A10, B9)

C9. provide specialized couple or family counseling for dual careerists or refer for specific assistance (A11, B10)

Given this continuum of counselor/staff competencies, it is apparent that differentiated staffing arrangements and both direct and indirect counselor interventions are required. This model underscores the fact that individual counseling is a highly specialized skill not required for most career interventions. Paraprofessionals have long occupied a key role in career interventions. Less complex interventions and more simple client needs may not require direct counselor action. However, it is also apparent that the actual design of career guidance programs, including paraprofessional functions, requires counselor professional judgment and direction.

The Model in Action

This three dimensional model of career guidance can provide a method for understanding the dynamic nature of the problem of specifying a comprehensive program of career interventions. It suggests that more complex client problems may require more complex interventions and more specialized counselor skills. Economic conditions and social changes may leave program planners with limited options in this regard. However, there is evidence that preventive, developmentally oriented approaches, such as school based career guidance programs, can be effective in helping students meet desired career outcomes and successfully move through school-work and other life transitions (Evans, 1986; Hoyt, 1980). And other research has shown the positive differential outcomes of other types of career interventions (Oliver & Spokane, 1988). It is important to be able to document the effectiveness of career guidance programs.

CONCLUSION

The Blueprint for Career Preparation provides information about the needs of Florida citizens for career assistance, especially children and youth in Florida's schools. It also outlines what resources are available to meet these needs and specifies student and system goals through 1994. Florida's Guide to Career Development provides even more specific directions for procedures to be used by local districts in developing improved career guidance programs. There's a lot of work to be done. I hope those of you reading this document share my excitement about the challenges ahead. Eighty years ago, Frank Parsons launched his Vocation Bureau and advised prospective employers that the purpose was "to reduce the percentage of inefficiency and change you may experience in your working force, and the care it entails in employment expense, waste of training, and low-grade service . . . due to the haphazard way by which young men and women drift into this or that employment, with little or no regard to adaptability and without adequate preparation. . ." (Parsons, 1909, p. 28). The Bureau, he said, would "take practical steps to remedy these conditions through expert counsel and guidance in the selection of a vocation, the preparation for it and the transition from school to work" (p. 28). I think I can see a smile on Parson's face as this noble work continues in Florida today.

REFERENCES

Burck, H., & Reardon, R. (Eds.). (1984). Career development interventions. Springfield, IL: Charles Thomas.

Campbell, R., & Cellini, J. (1981). A diagnostic taxonomy of adult career problems. Journal of Vocational Behavior, 19, 175-190.

Evans, J. (1986). Effects of career education interventions on academic achievement: A meta analysis. Unpublished doctoral dissertation, Florida State University, Tallahassee.

Gysbers, N., & Moore, E. (1975). Beyond career development: Life career development. Personnel & Guidance Journal, 53, 647-652.

Herr, E. (1985). Work and society: Implications for counselor education. In Improving career development through counselor education programs. Columbus, OH: Ohio Department of Education, pp. 5-18.

Herr, E., & Cramer, S. (1988). Career guidance and counseling through the lifespan: Systematic approach. Third Edition. Glenview, IL: Scott, Foresman, & Co.

Hoyt, K. (1975). Career education: Contributions to an evolving concept. Salt Lake City: Olympus.

Hoyt, K. (1980). Career education: A report card for the 1970s and some predictions for the decade of the 1980's. Journal of Career Education, 7, 82-96.

Hoyt, K. (1983). Concept paper on career development. Unpublished paper delivered at Dillard University, New Orleans, LA.

Oliver, L. & Spokane, A. (1988). Career intervention outcome: What contributes to client gain? Journal of Counseling Psychology, 35, 447-462.

Parsons, F. (1909). Choosing a vocation. Boston: Houghton-Mifflin.

Stephens, W. (1970). Social reform and the origins of vocational guidance. Washington, DC: APGA Press.

Tiedeman, D., Katz, M., Miller-Tiedeman, A., & Osipow, S. (1978). The cross-sectional story of early career development. Washington, DC: APGA Press.

Worthington, R. (1984). Vocational education in the United States: Retrospect and prospect. Columbus: National Center for Research in Vocational Education, Ohio State University.

STUDENT COMPETENCIES

CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL

AREA: SELF-KNOWLEDGE

Elementary	Middle/Junior High School	High School
Knowledge of the importance of a positive self-concept to career development.	Knowledge of the influence of a positive self-concept on career development.	Understanding of the influence of a positive self-concept on career development.
Skills for interacting with others.	Skills for interacting with others.	Interpersonal and social skills required for positive interaction with others.
Awareness of the importance of emotional and physical development on career decision making.	Knowledge of the importance of emotional and physical development on career decision making.	Understanding the inter-relationships of emotional and physical development and career decision making.

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

Elementary	Middle/Junior High School	High School
Awareness of the importance of educational achievement to career opportunities.	Knowledge of the relationship of educational achievement to career opportunities.	Understanding of the relationship between educational achievement and career planning, training, and placement.
Awareness of the relationship of work and learning.	Understanding of the attitudes necessary for success in work and learning.	Positive attitudes toward work and learning.
Skills for understanding and using career information.	Skills for locating, understanding, and using career information.	Skills for locating, evaluating, and interpreting information about career opportunities.
Awareness of the inter-relationship of personal responsibility, good work habits and career opportunities.	Knowledge of skills necessary to seek and obtain a job.	Skills for preparing for, seeking, obtaining, keeping, and advancing in a job.
Awareness of how careers relate to needs and functions of society.	Understanding of how careers relate to needs and functions of the economy and society.	Understanding of how societal needs and functions influence the nature and structure of work.

AREA: CAREER PLANNING AND EXPLORATION

Elementary	Middle/Junior High School	High School
Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.	Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.	Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.
Awareness of the inter-relationship of life roles and careers.	Knowledge of the inter-relationship of life roles and careers.	Understanding of the inter-relationship of life roles and careers.
Awareness of difference occupations and changing male/female roles.	Understanding of how sex-role stereotyping, bias, and discrimination limit career choices, opportunity, and achievement.	Understanding of the continuous changes in male/female roles and how they relate to career decisions.
	Understanding of the process of career exploration and planning.	Skills in career exploration and planning.

ELEMENTARY: OVERVIEW

Students should have a career development program which infuses self, career, and technology awareness activities into the curriculum.

SELF KNOWLEDGE

I. Acquire knowledge of the importance of a positive self concept to career development.

II. Develop skills for interacting with each other.

III. Develop awareness of the importance of emotional and physical development in career decision making.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

IV. Develop awareness of the importance of educational achievement to career opportunities.

V. Develop awareness of the relationship of work and learning.

VI. Acquire skills for understanding and using career information.

VII. Develop awareness of the interrelationship of personal responsibility, good work habits and career opportunities.

VIII. Acquire awareness of how careers relate to the needs and functions of society.

CAREER PLANNING & EXPLORATION

IX. Develop an understanding of how to make decisions and chose alternatives related to tentative educational and career goals.

X. Develop awareness of interrelationship of life roles and careers.

XI. Develop awareness of different occupations and changing male/female roles.

ELEMENTARY: SELF AND CAREER AWARENESS

Students should have a career development program which infuses self, career, and technology awareness activities into the curriculum.

SELF KNOWLEDGE

I. Acquire knowledge of the importance of a positive self concept to career development.

The student will–

1. Verbalize both positive and negative feelings.
2. Describe positive characteristics about self as perceived by self and others.
3. Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
4. Describe how one's behavior influences the feelings and actions of others.
5. Demonstrate a positive attitude about self.
6. Identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.
7. Describe ways in which one can meet personal needs and goals through work.
8. Relate knowledge of self to a variety of occupations.

II. Develop skills for interacting with each other.

The student will—

1. Make positive statements about self and others.
2. Describe how all persons need to belong and to be accepted by others.
3. Identify how people are unique as individuals.
4. Demonstrate desirable skills for interacting with and relating to others.
5. Demonstrate skills in resolving conflicts with peers and adults.
6. Demonstrate tolerance and flexibility in group situations.
7. Identify sources and effects of peer pressure.
8. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
9. Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes, and abilities.

III. Develop awareness of the importance of emotional and physical development in career decision making.

The student will—

1. Describe emotional experiences.
2. Identify ways to express and deal with feelings.
3. Describe and discuss causes of stress and conflict.

4. Identify and select appropriate behaviors to specific emotional situations.

5. Demonstrate ways of dealing with reactions of others under stress and conflict.

6. Demonstrate healthful ways of coping with conflicts, stress, and emotions.

7. Describe how health may affect or be affected by work and/or learning performance.

8. Demonstrate knowledge of good health habits.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

IV. Develop awareness of the importance of educational achievement to career opportunities.

The student will–

1. Describe ways that academic skills are used in the home and community and their importance in career development.

2. Identify personal strengths and weaknesses in academic areas.

3. Identify academic skills needed in several interest and career areas.

4. Describe relationships among ability, effort, and achievement.

5. Implement a plan of action for improving academic skills.

6. Describe school tasks that are similar to skills essential for success in a career.

7. Describe how the amount of education needed for different careers varies.

V. Develop awareness of the relationship of work and learning.

The student will–

1. Identify and discuss different types of work, both paid and unpaid.

2. Describe the importance of preparing for an occupation, including self-employment/entrepreneurship.

3. Acquire effective study and information-seeking habits.

4. Demonstrate an understanding of the importance of practice, effort, and learning.

5. Describe how what is currently being learned relates to future career interest and aspirations.

6. Describe how one's role as a student is like that of an adult worker.

VI. Acquire skills for understanding and using career information.

The student will–

1. Describe work of family members, school personnel, and community workers.

2. Identify occupations that can be classified according to people, things, and ideas.

3. Identify work activities of interest to the student.

4. Describe the relationship of beliefs, attitudes, interests, and abilities to careers.

5. Describe jobs that are present in the student's community.

6. Demonstrate skills using school and community resources to learn about careers.

7. Identify different working conditions of jobs.

8. Describe ways in which self-employment/entrepreneurship differs from working for others.

9. Describe how parents, relatives, adult friends, and neighbors can be sources of information about careers.

VII. Develop awareness of the interrelationship of personal responsibility, good work habits and career opportunities.

The student will–

1. Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

2. Demonstrate positive ways of performing work activities that influence keeping a job and success.

3. Describe the importance of cooperation among workers to accomplishing a task.

4. Demonstrate ability to work with and get along positively with people who are different from oneself (e.g., race, age, sex, etc.).

VIII. Acquire awareness of how careers relate to the needs and functions of society.

The student will–

1. Describe how careers can satisfy personal needs.

2. Describe the relationship between the needs of occupations and those of society.

3. Describe the contributions of major industries, products and services available in the local community.

4. Describe ways in which work and working together can help to overcome social and economic problems.

CAREER PLANNING & EXPLORATION

IX. Develop an understanding of how to make decisions and chose alternatives related to tentative educational and career goals.

The student will–

1. Discuss choices that he/she makes.

2. Describe what one can learn from making mistakes.

3. Identify and assess problems that interfere with attaining one's goals.

4. Identify simple strategies used in solving problems.

5. Identify alternatives in decision-making situations.

6. Clarify personal beliefs and attitudes and how these affect decision making.

7. Describe how decisions affect self and others.

8. Describe how previous decisions, needs, interests, peers, gratifications and career information influence present and future decisions.

9. Use decision-making skills to set priorities, develop personal goals, and determine preferences.

X. Develop awareness of interrelationship of life roles, life styles and careers.

The student will–

1. Describe the various roles an individual experiences (e.g., friend, student, worker, family member, etc.).

2. Describe work-related activities necessary in the home, community, and school.

3. Describe the interdependence of the family unit in terms of working together and sharing responsibilities.

4. Describe how the stimulation and rewards from one's work role complement one's family role.

5. Describe the effect of persistent unemployment on the individual and the family.

6. Identify relationships between a person's career and the people with whom he or she associates.

7. Describe leisure activities pursued by family, self, and friends.

8. Identify the value of leisure activities for enriching one's life style.

9. Understand the leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.

XI. Develop awareness of different occupations and changing male/female roles.

The student will–

1. Describe how work is important to women and men.

2. Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

3. Describe the changing life roles of men and women in work and family.

4. Describe how the contribution of individual both inside and outside the home is important.

MIDDLE SCHOOL - 6th GRADE: OVERVIEW

Students should have a program of personal assessment and technological literacy instruction.

SELF KNOWLEDGE

I. Develops and uses a positive self concept for career development.

II. Practices skills for interacting with others.

III. Understands the importance of emotional and physical development required for proactive career decision making.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

IV. Demonstrates technical literacy.

V. Comprehends significance of technology in the world of work.

VI. Identifies career opportunities in the fields of technology.

VII. Demonstrates knowledge of relationship of educational achievement to career opportunities.

VIII. Understands the value of personal responsibility, good work habits and planning for career opportunities.

IX. Demonstrates knowledge of skills necessary to obtain and maintain a job.

CAREER PLANNING AND EXPLORATION

X. Demonstrates a knowledge of the interrelationships of life roles and careers.

MIDDLE SCHOOL - 6th GRADE: PERSONAL ASSESSMENT & TECHNOLOGICAL LITERACY

Students should have a program of personal assessment and technological literacy instruction.

SELF KNOWLEDGE

I. Develops and uses a positive self concept for career development.

The student will–

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attributes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

II. Practices skills for interacting with others.

The student will–

1. Demonstrate concern and respect for feelings and interests of others.
2. Demonstrate coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Demonstrate an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in inter-personal relationships and group participation.
6. Demonstrate skills in dealing with criticism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
9. Demonstrate effective social skills.

III. Understands the importance of emotional and physical development required for proactive career decision making.

The student will–

1. Identify experiences that are significant emotional events.
2. Demonstrate positive ways of dealing with various emotions, conflicts and stress.

3. Identify internal and external sources of stress and conflict.

4. Direct emotions into socially acceptable behavior.

5. Demonstrate ways of dealing with reactions of others under stress and conflict.

6. Describe changes that occur in the physical, psychological, social and emotional development of an individual.

7. Describe physiological and psychological factors as they relate to career development.

8. Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

IV. Demonstrates technical literacy.

The student will–

1. Participate in manipulative activities with tools, materials and processes to solve practical problems.

2. Understand what technology historically has and has not been: what it can and cannot be.

3. Understand that technology can be managed, adapted and changed to serve human needs at work, at home and in recreation.

4. Adjust to change; proactively participating in controlling their future and dealing with the forces driving change.

V. Comprehends significant technology in the world of work.

The student will–

1. Identify significant technology used across a broad range of occupations.

2. Develop insights into application of technology and its effects on people and environments.

3. Demonstrate knowledge of how technology effects economics in the world of work.

4. Assess the skills needed to understand and cope with the ways changing technology creates changes in the world of work.

VI. Identifies career opportunities in the fields of technology.

The student will–

1. Demonstrate knowledge of the relationship between secondary and postsecondary education and career opportunities in technology.

2. Demonstrate on awareness of the future possibilities of career options as technology changes.

3. Demonstrate knowledge of sources of information on career possibilities in the fields of technology.

4. Describe the academic skills needed to pursue careers in technology.

5. Assess one's own skills and interests in technology.

6. Describe the importance of pursuing one's interest in technology even though the area of interest may have sex role stereotyping associated with it.

VII. Demonstrates knowledge of relationship of educational achievement to career opportunities.

The student will–

1. Describe the importance of academic and vocational knowledge and skills in the world of work.
2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.
3. Assess individual strengths and weaknesses in the basic academic disciplines.
4. Implement a plan of action for increasing proficiency in basic educational skills.
5. Assess the skills needed to cope with changing occupational requirements.
6. Describe how changing personal, social and economic needs relate to continued learning and training.
7. Describe how continued learning enhances one's ability to achieve personal and career goals.
8. Understand how basic academic skills relate to the selection of major courses of study in high school.
9. Relate one's aptitudes and abilities to broad occupational areas.

VIII. Understands the value of personal responsibility, good work habits and planning for career opportunities.

The student will–

1. Understand that success and failure in academic areas are an important aspect of learning.
2. Demonstrate effective learning habits and skills.
3. Demonstrate an understanding of the importance of personal traits to job success.
4. Relate knowledge of one's personal traits to a variety of occupations.
5. Relate personal attitudes, beliefs, interests and abilities to career profiles.

XI. Demonstrates knowledge of skills necessary to obtain and maintain a job.

The student will–

1. Demonstrate the importance of personal qualities (e.g., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Understand terms and concepts used in describing employment opportunities and conditions.
3. Complete a job application form in a satisfactory manner.
4. Demonstrate the skills and attitudes essential for a successful job interview.
5. Demonstrate knowledge of the content of various courses that teach marketable skills.

CAREER PLANNING AND EXPLORATION

X. Demonstrates a knowledge of the interrelationships of life roles, life styles and careers.

The student will–

1. Identify ways in which different work and family patterns may require different kinds of amounts of energy, participation, motivation and talent.
2. Identify ways in which one performs work roles at home that satisfy needs of the family.
3. Identify personal goals that might be satisfied through a combination of work, community, social and family roles.
4. Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.
5. Discuss advantages and disadvantages of various life styles.
6. Describe the interrelationships between family, career choice and leisure and their influence on one's life styles.

MIDDLE SCHOOL - 7-8th GRADE: OVERVIEW

Students should identify goals for which they are striving. Goals may change as further experiences are obtained. Four year plans for grades 9-12 should be developed with input from students, families and school advisors. The plans should be evaluated at least annually and revised as requirements change or students' goals become better defined.

SELF KNOWLEDGE

I. Develops and uses a positive self concept for career development.

II. Practices skills for interacting with others.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

III. Relates educational achievement to career opportunity.

IV. Understands the attitudes necessary for success in work and learning.

V. Locates, understands and uses career information.

VI. Relates careers to the needs and functions of the economy and society.

VII. Identifies types and levels of work performed across a broad range of occupations.

CAREER PLANNING AND EXPLORATION

VIII. Understands the skills needed in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

IX. Understands how sex role sterotyping, bias, and discrimination limit career choices, opportunity and achievement.

X. Understands the process of career exploration and planning.

XI. Assesses personal attitudes, interests and abilities relative to the 19 career clusters.

MIDDLE SCHOOL - 7-8th GRADE: CAREER ORIENTATION AND EXPLORATION

Students should identify goals for which they are striving. Goals may change as further experiences are obtained. Four year plans for grades 9-12 should be developed with input from students, families and school advisors. The plans should be evaluated at least annually and revised as requirements change or students' goals become better defined.

SELF KNOWLEDGE

I. Develops and uses a positive self concept for career development.

The student will–

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attributes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

II. Practices skills for interacting with others.

The student will–

1. Demonstrate concern and respect for feelings and interests of others.
2. Demonstrate coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Demonstrate an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in inter-personal relationships and group participation.
6. Demonstrate skills in dealing with criticism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
9. Demonstrate effective social skills.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

III. Relates educational achievement to career opportunity.

The student will–

1. Describe the importance of academic and vocational knowledge and skills in the world of work.
2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.
3. Assess individual strengths and weaknesses in the basic academic disciplines.
4. Implement a plan of action for increasing proficiency in basic educational skills.
5. Assess the skills needed to cope with changing occupational requirements.
6. Describe how changing personal, social and economic needs relate to continued learning and training.
7. Describe how continued learning enhances one's ability to achieve personal and career goals.
8. Understand how basic academic skills relate to the selection of major courses of study in high school.
9. Relate one's aptitudes and abilities to broad occupational areas.

IV. Understands the attitudes necessary for success in work and learning.

The student will–

1. Understand that success and failure in academic areas are an important aspect of learning.
2. Demonstrate effective learning habits and skills.
3. Demonstrate an understanding of the importance of personal traits to job success.
4. Relate knowledge of one's personal traits to a variety of occupations.
5. Relate personal attitudes, beliefs, interests and abilities to career profiles.

V. Locates, understands and uses career information.

The student will–

1. Identify various ways occupations can be classified.
2. Identify a number of occupations within an occupational classification or cluster for exploration.
3. Demonstrate skills in using available school and community resources to learn about careers.
4. Identify sources of information for obtaining knowledge about careers that he/she is intersted in exploring, including small business ownership/ entrepreneurship.
5. Identify individuals in occupations who might be an information resource or role model.
6. Identify skills that are transferable from one occupation to another.
7. Identify sources of employment in the local community.

VI. Relates careers to the needs and functions of the economy and society.

The student will–

1. Discuss the variety and complexity of occupations.
2. Explain the importance of a variety of occupations and describe their place in society.
3. Describe how economic and societal needs and the work performed by the members of society are related.
4. Demonstrate knowledge of the economic contributions careers make to society.
5. Describe the effects that societal changes, economic changes and technology advancement have on occupations.

VII. Identifies types of work performed across a broad range of occupations.

The student will–

1. Describe the settings for a broad range of occupations.
2. Identify the various work functions in relationship to academic skills and achievement.
3. Demonstrate knowledge of the relationships between the nature and skill level of tasks performed on a job, the training necessary and the salary.
4. Describe one's own apptitudes and interests in relationship to the types of work performed in various occupations.

CAREER PLANNING AND EXPLORATION

VIII. Understands the skills needed in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

The student will–

1. Identify advantages and disadvantages of different types of secondary and postsecondary educational and training programs.
2. Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.
3. Describe one's current life context as it relates to career decisions.
4. Clarify personal beliefs and attitudes and explain how they affect decision making.
5. Describe career development as a continuous process with sequential series of choices.
6. Implement a strategy for career decision making.
7. Identify possible consequences of decisions.
8. Select school courses that reflect educational and career interests.
9. Describe how the expectations of others affect one's career plans.
10. Project decisions one will face in the future and describe means of facing them.

11. Identify ways in which decisions about education and work relate to other major life decisions.

IX. Understands how sex role sterotyping, bias, and discrimination limit career choices, opportunity and achievement.

The student will–

1. Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

2. Describe problems, adjustments and advantages of entering a nontraditional occupation.

3. Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

X. Understands the process of career exploration and planning.

The student will–

1. Describe the meaning of career planning and what resources are available in the career center.

2. Demonstrate knowledge of vocational exploratory and introductory programs.

3. Identify tentative life and career goals.

4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.

5. Acquire knowledge of academic and vocational programs offered at the high school level.

6. Become aware of and observe skills needed in a variety of occupations, including owning one's own business/ entrepreneurship.

7. Identify strategies for managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.

8. Complete an individual education and career plan for middle/junior high school, high school, and postsecondary education and training.

XI. Assess personal attitudes, interests and abilities relative to the 19 career clusters.

The student will–

1. Become aware of the 19 career clusters.

2. Identify sources of information about the 19 career clusters.

3. Relate one's own attitudes, interests and abilities to selected career clusters.

4. Identify common occupations within selected career clusters.

HIGH SCHOOL: OVERVIEW

Students should complete high school with the competence to continue on to postsecondary education and to enter the work force. The strengthening of basic skills through applied learning should be a major component of the academic vocational instruction.

SELF AWARENESS

I. Demonstrate an understanding of the influence of a positive self-concept on career development.

II. Use interpersonal and social skills required for positive interaction with others.

III. Demonstrate an understanding of the interrelationship of emotional and physical development and career decision making.

EDUCATION/VOCATIONAL DEVELOPMENT

IV. Demonstrate an understanding of the interrelationship between educational achievement and career planning, training, and placement.

V. Use positive attitudes toward work and learning.

VI. Use skills for locating, evaluating, and interpreting information about career opportunities.

VII. Use skills for preparing, locating, obtaining, maintaining, and advancing in a job.

VIII. Demonstrate an understanding of how societal needs and functions influence the nature and structure of work.

CAREER PLANNING AND EXPLORATION

IX. Use skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

X. Demonstrate an understanding of the interrelationship of life goals and careers.

XI. Demonstrate an understanding of the continuous changes in male/female roles and how they relate to career decisions.

XII. Use skills in career exploration and planning.

HIGH SCHOOL: ACADEMIC AND SPECIALIZED SKILL DEVELOPMENT

Students should complete high school with the competence to continue on to postsecondary education and to enter the work force. The strengthening of basic skills through applied learning should be a major component of the academic vocational instruction.

SELF AWARENESS

I. Demonstrate an understanding of the influence of a positive self-concept on career development.

The student will–

1. Identify and appreciate interests, abilities, strengths, weaknesses, and other characteristics that are unique about him or herself.
2. Receive feedback from peers regarding personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.
4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

II. Use interpersonal and social skills required for positive interaction with others.

The student will–

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions, and ideas in an appropriate way.

III. Demonstrate an understanding of the interrelationship of emotional and physical development and career decision making.

The student will–

1. Describe how developmental changes in the life cycle affect physical and mental health.

2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.

3. Demonstrate control of emotions and ways in which they are expressed.

4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within him or herself and others.

5. Implement appropriate coping skills when dealing with conflicts and stress.

6. Exhibit behaviors that are important in maintaining good physical and mental health.

EDUCATIONAL/VOCATIONAL DEVELOPMENT

IV. Demonstrate an understanding of the interrelationship between educational achievement and career planning, training, and placement.

The student will–

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.

2. Relate achievement of academic and vocational skills to personal interests.

3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.

4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

5. Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.

6. Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.

7. Relate essential learning skills to skills required in the work environment.

8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

V. Use positive attitudes toward work and learning.

The student will–

1. Identify the positive contributions careers make to society.

2. Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

3. Demonstrate a positive attitude toward work as an integral part of one's life.

4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

5. Demonstrate responsibility for work attitudes and habits in education and work situations.

6. Demonstrate positive work ethics and attitudes.

VI. Use skills for locating, evaluating, and interpreting information about career opportunities.

The student will–

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.

2. Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

3. Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).

4. Discuss the concept of career ladders as related to different levels of work in a career area.

5. Examine the aspects of self-employment, entrepreneurship as a possible form of employment.

6. Establish contacts with individuals working in a selected occupation who might be information resources, role models, or mentors.

7. Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.

8. Identify employment trends as they relate to training programs and employment in the state and local community.

9. Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.

VII. Use skills for preparing, locating, obtaining, maintaining and advancing in a job.

The student will–

1. Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.

2. Demonstrate educational and vocational skills required for a full or part-time job.

3. Demonstrate skills and behaviors necessary for a successful job interview.

4. Develop skills in preparing correctly a resume and complete job application.

5. Identify employers for specific occupations and job openings.

6. Demonstrate employability skills necessary for entry into the labor market.

7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits, and opportunities for advancement.

8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.

9. Demonstrate an understanding that job opportunities often require relocation to another city or state.

10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

VIII. Demonstrate an understanding of how societal needs and functions influence the nature and structure of work.

The student will–

1. Describe the importance of careers as they affect values and life styles.
2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.
3. Differentiate among career opportunities on the basis of their contributions to the needs of society.
4. Describe occupational and industrial trends as they relate to training programs and employment in the state and the local community.
5. List the community's major employers, the goods or services they produce, and their overall impact on members of the community.
6. Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING AND EXPLORATION

IX. Use skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will–

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Accept responsibility for the consequences of decisions.
3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.
4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
5. Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.
6. Identify and take required steps to apply for and secure financial assistance for postsecondary education and training.
7. Demonstrate the effective use of time, effort, and resources in making decisions.
8. Identify alternate courses of action in a given decision-making situation.
9. Project and describe factors that may influence educational and career decisions.
10. Relate the choice of high school and postsecondary courses to a career and educational plan.
11. Predict the effect one's career decisions may have on significant others and life styles.

X. Demonstrate an understanding of the interrelationship of life roles, life styles and careers.

The student will–

1. Acquire a basic knowledge of life cycles and corresponding life styles.
2. Describe factors that determine life style such as socio-economic status, culture, values, career choice, and work habits.
3. Describe ways in which one's career choice may affect future life styles.
4. Explain the contribution of a career to a balanced and productive life.
5. Describe ways in which roles in work, family, and leisure are interrelated.
6. Examine different career patterns and their potential effect on family patterns and life styles.
7. Describe the importance of leisure activities in relation to careers.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

XI. Demonstrate an understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will–

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.
3. Develop attitudes, behaviors, and skills that contribute to the elimination of sex stereotyping and sex bias.
4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.
5. Describe problems, adjustments, and advantages of entering a nontraditional occupation.

XII. Use skills in career exploration and planning.

The student will–

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire occupational-related skills through volunteer experiences, part-time employment, and/or cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training, and continuing education benefits.

43

IMPLEMENTATION GUIDELINES

STEP I: ORGANIZE FOR IMPLEMENTATION

THE TEAM APPROACH

In career development program design the team approach works. The team approach involves counselors, occupational specialists, teachers, administrators, and other student services personnel in the work group that is responsible for creating the new program. Teaming will help to clarify the relationships among career development, the total guidance and counseling program, the teachers as advisors program, and the subject matter curriculum. Teaming will also help counselors, teachers, administrators, and other student services staff work cooperatively and be involved in the implementation process.

One of the best ways to support teaming is to form a steering committee. The steering committee will establish work teams to carry out individual tasks. An advisory committee may be used in addition to the steering committee, or possibly instead of the steering committee, to carry out the implementation process.

FORM A STEERING COMMITTEE

Steering Committee Members and Responsibilities

The steering committee's responsibilities are to:

- coordinate activities,
- involve resource persons,
- communicate with key groups, and
- coordinate activities.

Members of the steering committee should include district and/or building administrators, counselors, occupational specialists, teachers, and other student services staff. The number of committee members will vary according to the size and organizational structure of the school or district. The committee should be large enough to allow for needed representation of key groups but small enough to operate efficiently. The steering committee will be the policy and management group for the career development program. The advisory committee, if the district chooses to organize one, will include broader representation of other groups and constituencies that have an interest in the career development program. *The advisory committee is discussed on page 54.*

The steering committee's responsibilities include the following:

- Review the state guidelines to determine their compatibility with local policy, laws, regulations, and philosophy.
- Identify and address factors that may support or inhibit implementation efforts.
- Assess and communicate resources needed for the implementation process.
- Develop and coordinate the administration of a student career development needs assessment.
- Develop local student career development standards.
- Review the current career development program in relationship to local career development standards.
- Develop a career development program plan.
- Design, administer, and use the results of evaluation measures of both program processes and student outcomes.
- Provide training and resource assistance to enhance program implementation.

See the Appendix for Procedure 1, Steering Committee Selection Chart, page 91.

Selecting a committee chair. The chair should be a qualified counselor or occupational specialist and appointed at the beginning of the implementation process. In the absence of a counselor or occupational specialist a teacher may serve as chair. This appointment will most likely be made by the building or district level administrator. The chair must be interested, committed, and released from other assignments to provide time for managing the implementation process.

The chair's responsibilities include the following:

- Secure administrative support and communicate regularly with the building administrator.
- Recommend other members of the steering committee.
- Plan and conduct the steering committee meetings.
- Provide overall leadership throughout the implementation process.
- Delegate responsibility for implementation tasks to steering committee member or other appropriate individuals.

Initiating the Steering Committee

Soon after the steering committee is formed, an initial meeting should be scheduled to conduct team building and to organize the committee. Committee members need to identify members' skills and strengths, reach a common understanding about the implementation process, and complete initial organizational tasks.

Some key goals of the early meetings of the steering committee include the following. The first agenda could be based on the Getting Started activities and on the Gaining Commitments from Key Groups assignments. These are covered in the following sections of this manual.

Getting Started

- **Get acquainted.** When a new committee is formed, members will want to identify their skills as related to the implementation process.
- **Close expectation gaps.** The goals of the steering committee need to be clarified and related to the goals of other school programs. Members should have a clear understanding of their roles and responsibilities.
- **Identify member roles and functions.** The roles and responsibilities of the committee members need to be identified and the notion of shared responsibility introduced.
- **Establish communication processes.** The establishment of communication processes allows information to be shared and helps members understand how they can express their ideas, information, and suggestions.
- **Determine how the committee will function.** After a few meetings, it will be helpful to examine the group dynamics that are emerging and determine their implications for committee operations.
- **Establish how decisions will be made.** The decision process should allow members to use their individual strengths and expertise in a spirit of collaboration to make efficient yet effective decisions.

See the appendix for a sample agenda, Procedure 2, page 92.

Gain Commitments From Key Groups

An important activity in organizing for implementation is securing commitments and support from various groups that will be involved in the process. Assignments for this task can be made as part of the first steering committee meeting. Some key groups that need to provide support and commitment include the following:

- The school board and central administration staff such as the director of pupil personnel and director of curriculum.
- The principal of the elementary school.
- The school guidance staff and other members of the steering committee.
- Other staff in the school such as teachers, the librarian, and other pupil personnel staff.

The following section suggests specific commitments that the steering committee will need to secure throughout the implementation process.

Commitments from the Board of Education and the Central Administration Staff:

- Endorse local student career development competency standards.
- Authorize use of staff time for the review process.
- Authorize financial support for the review process.
- Communicate the value and importance of the review process to teachers, staff, parents, and the community.
- Provide linkages to other schools, programs, districts, and the state department.
- Provide data and information to support the review process.

Commitments from the School Principal:

- Recognize the importance of the career guidance and counseling program.
- Endorse the implementation process.
- Communicate support and endorsement of the implementation process to building and/ or district staff.
- Designate authority for the implementation to the steering committee.
- Designate a representative to serve on the steering committee.
- Authorize released time and assignment backup to the steering committee members.
- Authorize financial resources for the process.
- Provide data and information needed for the process.
- Endorse student career development competency standards.
- Support program changes recommended during the review process.
- Support staff inservice training activities.
- Communicate the nature and value of the process to staff, students, parents, and the community.
- Provide linkages to other programs, schools, district office personnel, and board of education.

Commitments from Counselors and Other Steering Committee Members:

- Commit time to the implementation process.
- Communicate the nature and value of the career guidance and counseling program to staff, students, parents, and community.
- Be willing to improve the program as recommended by the implementation process.
- Assess own competencies related to career development and participate in inservice training activities.
- Assume management responsibility for ongoing program review and improvement.
- Provide consultation to teachers and other staff to improve career-related components of the curriculum.

Commitments from Other School Staff:

- Support local student career development competencies.
- Cooperate in the improvement of the career development process.
- Implement program improvements recommended from the implementation process.
- Provide data and information to support the process.
- Participate in professional development activities to support program change.

Continue Steering Committee Activities

The steering committee will coordinate the entire implementation process. Success of the committee will be increased through the use of such procedures as management plans, special task groups, regular meetings, other regular communication and continued administrative support.

THE ROLE OF AN ADVISORY COMMITTEE

Some districts may choose to form an advisory committee in addition to the steering committee to seek input from a wider range of people. An advisory committee may even take the place of a steering committee if the needs of the district or school are better met. While a steering committee provides leadership and coordination, an advisory committee:

- advises,
- reviews recommendations made by the steering committee,
- develops support for the revised career development program, and
- provides linkages to school and community groups.

Role of the Advisory Committee. The advisory committee plays a special role, indicated by the name, to advise. The advice, to be useful, needs to meet certain requirements. It needs to be practical and conform with local school board policy and state laws and rules. The advisory committee may be enlisted to describe the communication procedure between itself and the steering committee, and should be told how advisory recommendations will be used. Positive follow up from the steering committee to the advisory committee will keep the activities viable.

Committee members. An advisory committee generally had more members than the steering committee and should include representatives of all constituent groups.

These groups include the following:

Administrators - The participation of board of education, central administration, building principal, and other building - and district-level administrators on the advisory committee is critical to ensuring administrative support for the process.

Guidance Staff - Guidance and counseling staff members who are not on the steering committee may be invited to serve on the committee.

Occupational Specialists - Occupational Specialists not on the steering committee may also be asked to serve on an advisory committee.

Teachers - Because comprehensive career development includes classroom activities and the integration of career concepts into the curriculum, teachers are important members of the advisory committee.

Other Student Services - Because guidance is only one student service, coordination with other services is important. You may want to include another member of the student services team and a representative of an existing bargaining agent or organization for counselors.

Parents - Parents are concerned about their child's career development and a parent representative can provide an additional point of view.

Private Sector - Representatives of the private sector can bring the perspectives of employers, labor unions, employment services, etc. and gather support for joint activities with the private sector.

Counselors from Other Levels - Program articulation is a major need. Having counselors from other educational levels will support improved program articulation.

State-Level Personnel - State-level representatives such as guidance, vocational education, and career development staff can provide an important perspective by sharing information about other programs and program resources. *Suggestions of the Florida Department of Education offices that may useful may be obtained from the Bureau of Career Development.*

Counselor Educators - Counselor educators from colleges or universities can provide input about new career development theory and counseling approaches.

See the Appendix for Procedure 3, Advisory Committee Selection Chart, page 93.

IDENTIFY BENEFITS

The Florida Blueprint for Career Preparation outlines several of the current national and international trends and issues that are addressed by career development, and explains how these effect Florida. One of the most critical problems facing the nation is the increasing gap between the worker skills and the skills that jobs demand. One analysis of the future workforce projects that only 27% of the population will enter the work force with the required literacy, computational, and communications skills.

Because trends and issues address the challenges of the future, they are often the material needed for achieving commitments for career development programs from education personnel and from the public, especially parents and businesses. The local trends and issues can be used in talks, brochures, memos and other means used to enlist support.

See the Appendix for Procedure 4, Needs and Benefits procedural chart that may be used by the Steering Committee, page 94.

Trends and Issues

Changing Student Population. The demographics of the student population are changing. In Florida, according to The Blueprint for Career Preparation, 80% of the new workers at the turn of the century will be minorities or women. Guidance and counseling programs are being challenged to respond to a greater diversity of program participants. This challenge includes the need to provide access to quality programs that meet the unique needs of such groups as the handicapped, the disadvantaged, the limited-English proficient, and girls.

To be responsive, programs need to individualize educational experiences and provide activities and materials that are responsive to the special needs of these groups. Effectively meeting this challenge can help reduce the risks of school dropout, truancy, low career aspirations, and low academic achievement.

Changing Workplace. Students are confronted with a rapidly changing workplace. These changes include a redistribution of available jobs, a more rapid rate of change that creates the need for frequent career decisions, and new workplace demands for interpersonal, problem-solving, and creative skills. While Florida is experiencing growth in high tech industries, by the year 2000 most of the growth will be in the service industries. These jobs will require special skills and workers with the ability to adapt to change. Individuals need effective career development programs if they are to develop the knowledge, skills, and attitudes that will help them manage their own careers during this period of rapid change.

Educational Excellence. Definition of program excellence is a high priority at all levels. Many national, state, and local groups are defining excellence in terms of program goals and standards. Educators are being challenged to develop programs that increase students' performance related to these standards. Standards must be theoretically sound and responsive to a rapidly changing world. Along with this challenge is the need to train educators as new programs are developed. In Florida career development programs are being established that include team planning, competencies, competency based materials, and assessment.

Family Involvement. Parents are demanding that educational programs be responsive to the needs of their children. Several of their expectations center on the responsibility of the school to help their children explore careers, make career plans and obtain successful employment. The current emphasis on transition services for handicapped students is an example of this concern. In addition, it is important to recognize that family members influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways of combining work and family roles. The family's involvement in the career development of individual members is critical. Florida is developing strategies for involving parents in the career development of their children in programs for kindergarten through twelfth grade. The eighth grade planner, a guide for students to use in pursuing their high school goals, will include a section for parent input.

Program Accountability. The preceding trends reinforce the need for program accountability. Effective programs respond to the needs of more diverse populations and provide skills and knowledge needed to cope with the changing workplace. Programs are being challenged to document their contributions to these pressing needs.

Program Articulation. As individuals receive assistance with career development at various program levels, elementary through adult, they need to experience program continuity. Duplication or gaps in the types of assistance received should be avoided and students should receive assistance that is individualized to their particular career development needs. Career development programs that are articulated across the various program levels can help guarantee continuity of career development assistance that is tailored to individual needs.

Benefits Related to Trends and Issues

Research confirms that career development programs within a comprehensive guidance and counseling program in combination with other educational interventions are effective in addressing those elements identified under trends and issues and provides the following benefits (Cambell et al. 1983; Crites 1987; Herr 1982; Spokane and Oliver 1983).

Trend/Issue	Program Benefits
Changing Student Population	Decreased dropout rates
	Higher self-esteem and self-concept
	Improved school attendance
	Better social adjustment
	Lower rates of delinquency, truancy, and running away
Changing Workplace	Understanding of the relationship between education and employment
	More competent decision-making
	Improved information-seeking and information-use skills
	Awareness of changes in the world of work
	Greater independence in decision making
Educational Excellence	Improved academic achievement
	Increased appreciation for the value of education
	Increased motivation resulting from personal career goals
Family Involvement	Greater parental involvement in students' career development
	More realistic parental expectations related to career development
Program Accountability	Program goals stated in terms of student outcomes
	Student achievement assessed regularly
	Program components evaluated in relationship to student outcomes
Program Articulation	Student outcomes and program components clearly specified at each level
	Reinforcement of learning from previous levels
	Student competency assessment that provides basis for individualized career development assistance
	Individualized career plans that provide continuity of career development
Staff Development/ Training	Increased opportunity for staff training to carry out the program.

DEVELOP A CAREER DEVELOPMENT PLAN

The Career Development Plan provides the framework for implementing the improved program. The plan may include the following sections:

Mission. A clear statement of the purpose of the career development program related to the mission of the school and the comprehensive guidance and counseling program.

Student Career Development Standards. A list of competencies and indicators with standards that will be delivered through the program and the scope and sequence for their delivery.

Program Processes. An overview of program processes organized by each of the competencies in the student standards. For each competency, the following will be described:

> **Indicators** - The specific indicators related to the competency.
>
> **Processes** - The specific guidance and counseling processes for each indicator.
>
> **Activities** - The specific activities for each indicator.
>
> **Audiences** - The students who will experience each activity.
>
> **Staff** - The staff who will deliver each activity.
>
> **Schedule** - A schedule of when each of the activities will begin and when it will end.

Program Structure. In this section, the program structure - leadership, staffing, facilities, and resources - will be described through the following dimensions:

> **Leadership** - A description of who will manage the program including their qualifications, role and responsibilities, and support requirements (e.g., released time).
>
> **Staffing** - A description of each type of staff member who has a role in the program including qualifications, role and responsibilities.
>
> **Facilities** - A list of the types of facilities needed including physical space, equipment, materials, and supplies.
>
> **Budget** - A formal budget detailing the financial support required for the program.
>
> **Management Plan** - A management plan that includes a description of all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation, and staff development.

Program Schedule. A schedule for the delivery of the program with activities listed by month and grade level.

Evaluation Plan. A plan for evaluating the career development program.

See the Appendix for Career Development Information Brief. Procedure 5, page 96.

DEVELOP A TASK-TIMELINE

The length of the implementation process will vary among schools. At a minimum, two years will be required to implement a fully revised career development program. Figure 1 shows a sample timeline with the steps and tasks needed for implementation.

See the Appendix, page 97, Procedure 6, for a blank Task-Timelines form.

Figure 1

TASK-TIMELINE FOR THE IMPLEMENTATION PROCESS

Begin	6 Months	12 Months	24 Months

Planning

Form steering committee
Form advisory committee
Identify benefits
Conduct needs assessment
Finalize local standards
Develop scope and sequence

Development

Review Current Program
Develop Career Development Plan
Develop Staff Role Descriptions
Identify Staff Development Needs
Design Evaluation

Implementation

Conduct Staff Development
Implement Revised Career Development Program
Conduct Evaluation
Use Evaluation Results to Improve Program

SUMMARY CHECKLIST
FOR STEP I:
ORGANIZE FOR IMPLEMENTATION

Tasks	Date Completed
1. Form a steering committee	______
A. Identify and select members	______
B. Initiate steering committee	______
C. Train steering committee	______
D. Develop steering committee management plan	______
2. Form an advisory committee - Optional	______
A. Identify and select members	______
B. Invite members to serve	______
C. Schedule and plan first meeting	______
D. Develop plan for use of advisory committee throughout implementation process	______
3. Identify benefits	______
A. Identify ways in which trends and issues are creating local needs	______
B. Identify benefits of career development related to local needs	______
C. Develop information brief	______
D. Conduct public relations using information brief	______
4. Develop a task-timeline	______

STEP II: ESTABLISH LOCAL STANDARDS

CONDUCT A NEEDS ASSESSMENT

The first task in developing local career development standards is conducting a needs assessment. The benefits of the assessment include the following:

- Identifying needs of students.
- Providing information for program planning.
- Providing information to policymakers to ensure program support.
- Providing a basis for selection and implementation of program activities.
- Increasing opportunities for student, staff, and parent interaction.

The steering committee is responsible for designing, conducting, and analyzing the needs assessment. The committee may want to form a needs assessment task force composed of steering committee members, other staff, and outside resource people, possibly including an expert on assessment. A first activity is to identify and review any recent related needs data or assessment.

Each district will need to decide what needs assessment approach to use. One suggested needs assessment technique is provided in the Appendix. To complete the needs assessment, the steering committee or needs assessment task force should carry out the following activities.

Identify Respondents

- administrators, teachers, counselors, parents and students
- decide how many from each group
- randomly select individuals from each group

Finalize the Needs Assessment Instrument

- review the recommended instrument
- modify it to meet local needs and resources
- Develop alternative forms for various groups

Collect Data

- Make a time schedule
- Outline procedures for administration
- Outline methods of follow-up to ensure an adequate response

Analyze Data

- Identify the competencies and indicators
- Rate importance and priority for student achievement
- Analyze each group and each grade level

See Appendix for Procedures for Administering a Needs Assessment Instrument, Procedure 7, page 98.

See Appendix for a sample Needs Assessment Instrument involving student competencies. A complete Needs Assessment Instrument is available for elementary, middle, and high school from The Bureau of Career Development, Florida Department of Education.

REVIEW STUDENT CAREER DEVELOPMENT STANDARDS

The information obtained from the needs assessment should be used to verify the importance of the student competencies and indicators. The goal is to develop a comprehensive set of student career development competencies and indicators that will become the basis for your career development program. Later, a scope and sequence for delivery will be developed.

Select Competencies and Indicators for Local Standards

The steering committee or needs assessment task force will develop and implement a process for selecting competencies and indicators for the local standards using the needs assessment information. The following suggestions can guide this process:

- Selected indicators will be comprehensive and include all indicators that have been rated as important. Low rated indicators will be examined to determine if it is relevant for your institution.
- New indicators recommended during the needs assessment may be added.
- Information on how well your students are currently achieving the indicators should be noted for use in developing the sequence of delivery and deciding how to phase the program improvement process.

Develop Scope and Sequence

The student career development standards are a comprehensive list of those competencies and indicators that students need to attain during their school experience. A scope and sequence outlines the process for delivery.

Figure 2 illustrates a process for developing a scope and sequence that describes the indicators for each competency across all school grade levels. For each indicator, the scope and sequence indicates at which grade awareness (initial introduction to the indicator) will be addressed, at which grade the indicator will be introduced (primary emphasis will be given to helping students acquire the attitudes, skill, or behavior), and at which grade the indicator will be reinforced.

The steering committee or needs assessment task force will coordinate the development of the scope and sequence and may involve administrators, curriculum supervisors, teachers, counselors, and other staff, organized by grade level. The following principles can guide the process:

- The scope and sequence will reflect student readiness and development.
- The scope and sequence will be compatible with the scope and sequence of other school programs.
- The needs assessment information about current student achievement will be used to determine scope and sequence.
- Staff familiar with students and curriculum at specific grade levels will be involved in developing and/or reviewing the scope and sequence.

See Appendix, Procedure 8, Example of Scope and Sequence, page 101.

Document Mission and Local Standards

After the student career development standards are developed, write a description of the mission of your career development program and the local standards, including a recommended grade-level scope and sequence. They may be submitted to the advisory committee for review and recommendations and will become the first two sections of your "Career Development Program Plan." Later in the implementation process, activities, performance objectives, and measures will be developed for these competencies and indicators.

Obtain Administrative Endorsement

Administrative endorsement of the mission and local standards needs to be obtained from the building principal, district director of guidance, school board, and/or other key groups and individuals. Include the letter of endorsement from the advisory committee and a summary of the needs assessment data to support the standards. These can be used for public information purposes and to gain community support.

Figure 2

EXAMPLE OF SCOPE AND SEQUENCE

Review the indicators and determine how each should be addressed at each grade level.

Code: Leave blank if it should not be addressed
A = Awareness
I = Introduce
R = Reinforce

COMPETENCY I: KNOWLEDGE OF THE IMPORTANCE OF A POSITIVE SELF-CONCEPT ON CAREER DEVELOPMENT.

	Grade Level		
Indicator	**K-5**	**6-8**	**9-12**
1. Students can verbalize both positive and negative feelings.			
2. Students can describe positive characteristics about self as perceived by self and others.			
3. Students can identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.			
4. Students can describe how one's behavior influences the feelings and actions of others.			
5. Students demonstrate a positive attitude about self.			
6. Students can identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.			
7. Students can describe ways to meet personal needs and goals through work.			
8. Students can relate knowledge of self to a variety of occupations.			
9. (Additional indicator added from needs assessment information.)			

SUMMARY CHECKLIST
FOR STEP II:
ESTABLISH LOCAL STANDARDS

Tasks	Date Completed
1. Conduct needs assessment	
A. Identify respondents	
B. Finalize the needs assessment instrument	
C. Collect needs assessment data	
D. Analyze needs assessment data	
2. Review student career development standards	
A. Select competencies and indicators for local standards	
B. Develop scope and sequence	
C. Document mission and local standards	
D. Obtain administrative endorsement	

STEP III: IMPROVE THE PROGRAM

CAREER DEVELOPMENT PROGRAMS

A career development program has five components:

1. It is identifiable but integrated with other areas of the comprehensive guidance and counseling program including personal/ social and educational. In addition, it is coordinated with other school programs and articulated with career development at other educational levels.

2. Its purpose is to enhance the career development attitudes, skills, and knowledge of all students through a set of student competencies and indicators that provide standards against which the program is evaluated.

3. It uses coordinated activities that are designed to support student achievement of the local student career development standards.

4. Its structure supports the delivery of the program, including qualified leadership, diversified staffing, adequate facilities and materials, financial resources, and effective management.

5. It is accountable with evaluation that is based on the effectiveness of the program in supporting student achievement of the local standards.

Figure 3 presents a "Career Development Program Model." Three major features include content, process, and structure.

Figure 3

CAREER DEVELOPMENT PROGRAM MODEL

CONTENT
- Self Knowledge
- Educational and Vocational Development
- Career Planning and Exploration

PROCESSES
- Classroom Instruction
- Counseling
- Assessment
- Career Information
- Placement
- Consultation
- Referral

STRUCTURE
- Leadership
- Management
- Personnel
- Facilities
- Resources

Program Content

The content of the program is defined by the student competencies and indicators and is organized around three broad areas, self-knowledge, educational and vocational development, and career planning and exploration.

Program Processes

Processes include curriculum, counseling, assessment, information, placement, consultation, and referral. A number of states have developed guidelines and standards for comprehensive guidance and counseling programs that include each of these.

Classroom Instruction. Instructional processes include the career-related curriculum, classroom instruction, and peer support groups that help students develop knowledge, attitudes, and skills related to the career development competencies.

Curriculum activities are planned and sequential; they involve the counselor, the occupational specialist, teachers, and other key school personnel.

Counseling. Counseling is a process in which students interact with a professional counselor either individually or in small groups. Counseling focuses on helping individual students explore personal interests, needs, and abilities and planning educational and leisure activities based on these. The main emphasis in counseling is developmental, but it may also address current crises or personal issues that are inhibiting healthy career development.

Occupational Specialist Services. Occupational Specialists (OS) coordinate career information, placement and follow-up for middle and high schools. In middle school OS services focus on providing career development information and activities. In high schools the OS acts as liasons between businesses and the school, and work to find part-time jobs for students. The OS also provides exit services to early leavers. In addition the OS helps place graduates in jobs, and provides follow-up information. The OS also coordinates school or district career days.

Assessment. Assessment includes the administration and interpretation of a variety of formal and informal measures and techniques to provide students with a clearer understanding of their individual skills, abilities, interests, achievements, and needs. Assessments may be conducted in both group and individual settings. A high quality assessment program makes available a variety of assessment processes that consider individual student needs and capabilities. All assessment procedures are evaluated to eliminate bias in measurement that might invalidate their use with specific groups with special attention to cultural, sex, and learning style bias.

Information. Resources are available to provide current, unbiased information to students about occupations and educational programs. A variety of information resources should be available including print and media materials, simulated activities, computer-based resources, and resource people who can serve as occupational role models. The emphasis should be on occupational clusters rather than specific occupations. The program provides a variety of opportunities for students to access and use information through such strategies as structured group and individual activities.

Placement. Placement involves providing resources and assistance to enable students to experience a successful transition to the next school. Placement activities include the collection and dissemination of current, accurate information; clarification of the new school program; and transition coordination and assistance as students move to a new school, middle, high school, and post secondary school, and to work.

Consultation. Consultation is the process of supporting students' career development by providing direct assistance to teachers, administrators, parents, and others who interact with students. The purpose of consultation is to help these individuals understand the nature of career development, the unique needs of individual students, the career development needs of various developmental levels, and effective strategies for supporting career development. Consultation expands resources by involving a larger number of people in the program.

Referral. Career development, like other aspects of human development, can be inhibited by a number of conditions. For some students, physical or psychological problems may negatively influence career development. Career guidance and counseling programs should recognize such needs and make appropriate referrals. The program needs to maintain ongoing linkages to school-based, community, and private referral sources and to coordinate career-related services for individual students with the referral agency.

Program Structure

The career development program structure includes leadership, staffing, facilities, and resources. Leadership should be provided by a qualified counselor or director of guidance. The team staffing approach is important to ensure the delivery of a comprehensive program. While qualified counselors provide the core guidance staff, other staff include teachers, librarians, community and private sector resource persons, paraprofessionals, and volunteers.

Facilities should provide adequate space, materials, and equipment. Finally, a budget that adequately supports the program and provides the required funds to purchase resources is needed.

Several program support activities ensure effective program coordination. These activities include management, evaluation, community relations, articulation, and staff development.

Management. Effective management of career development programs involves organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

Evaluation. The purpose of evaluation is to measure student achievement on career development competencies and to assess the extent to which the career development program plan has been implemented. Evaluation information provides the basis for making program decisions such as modifying student career development competencies, modifying program strategies, and specifying needed program resources. (The section on "Step V: Evaluate the Program" provides further information on the evaluation of career development programs.)

Public Relations. Many groups such as community members, employers, parents, and schools, provide support and resources needed for the career development program. The program would have a plan for communicating regularly with these groups about the career development needs of students and types of program strategies being used. The purpose is to maintain important linkages and communicate the benefits of the program.

Articulation. Articulation is the process of maintaining linkages with career development programs at other educational levels. The purpose of articulation is to provide program continuity and to reinforce student learning at each level while avoiding unnecessary duplication. Effective articulation includes establishment of linkages, frequent communication, and coordinated planning.

See the Appendix for Articulation Guidelines, Procedure 9, page 102.

Staff Development. Staff development needs to be provided to counselors, teachers, and others involved in the delivery of the career development program. A professional development plan should include a list of self-assessed training needs and specific activities to respond to these needs. (The section on "Step IV: Implement the Program" provides further information on this management task.)

CONDUCT A REVIEW OF THE CURRENT PROGRAM

The two major purposes of a program review are to document program activities that relate to each of the competencies in the local student career development competency standards, and to set priorities for program improvement. A review of the program will be conducted by the steering committee or a program review task force, or team. This task force might be comprised of selected members of the steering committee in addition to teachers, counselors, the district guidance supervisor, school and/or district staff with evaluation expertise, state department personnel, intermediate school district consultant, and/or counselor educators.

Identify Types of Information Needed

Specific questions to be addressed by the program review include:

- What guidance processes and activities are being used to support the achievement of each student competency?
- What is the current program structure?
- What are the strengths of the current program?
- What areas of the program need to be improved?
- What are some recommendations for change?

The review should be comprehensive. In addition to examining current career development activities, the review will identify other guidance and counseling and instructional activities that are related to the career competencies and indicators. For example, guidance activities related to substance abuse prevention may include self-esteem and interpersonal objectives, while curriculum materials used in language arts classes may have communication skills objectives that parallel career development competencies and indicators.

See the Appendix for Procedure 10, Conducting a Program Review, page 105.

A suggested Career Development Program Review Form, Procedure 11, is presented in the Appendix, page 106.

Collect Information

Possible types of information that can be used include the current career development program plan, curriculum and program outlines, and interviews with counselors, teachers, and administrators.

Although the steering committee or program review task force will manage the process, other staff such as teachers and other counselors may be involved in collecting program review information. Resource persons such as the district-level student services or guidance director, state department guidance consultants, intermediate school district consultants, and counselor educators may also be involved in the process.

A task-timeline needs to be developed for the review process that specifies who will collect what types of information by what methods to be completed by what date. The steering committee or program review task force will have responsibility for monitoring the information collection process.

When the program review information has been collected, the steering committee or program review task force will develop a written summary of the review results. This summary will identify strengths and weaknesses of the program related to each of the student competencies in the standards.

Set Program Improvement Priorities

The steering committee will meet to analyze the results of the program review and set program improvement priorities. The following topics can be outlined:

- Strengths and weaknesses of our program related to the student competencies.
- Strengths and weaknesses compared to the student needs identified in our needs assessment.
- Strengths and weaknesses of our current program structure.
- Priorities for program improvement

A final summary of the program review will be developed that provides an overview of program strengths and weaknesses and identifies priorities for program improvement. This report will be used by the steering committee to gain administrative support for the program improvement process. It will also provide direction for the committee as you improve your program.

IMPROVE THE CAREER DEVELOPMENT PROGRAM

The results of the program review will provide the basis for improving the career development program. The steering committee or program review task force should coordinate this process. It may be helpful to conduct this process in two or three, one-year phases. For example, during the first year the competencies in highest need of improvement can be addressed, followed by those of moderate need, and finally those least needed. The improvement process can also be phased by revising the program for one grade level each year.

Obtain Information about New Career Development Activities

Several suggested sources of information about possible career development activities and processes are presented below. Although you may not have the time or the resources to use all of these, you may want to use several to obtain the comprehensive information needed to select and implement new activities.

The steering committee or program review task force will develop a plan for obtaining information from each of these sources. You may want to identify the information source, who is responsible, and the date by which the information will be obtained. As information is acquired, it will be organized and prepared for use in program improvement.

Program Resource Materials. The appendix, page 139, contains a listing of program materials that have been developed by states, local school districts, professional associations, and publishers. These materials address the development and implementation of standards for career development programs and illustrate a variety of activities that are options for your program improvement efforts.

State-Level Guidelines. Check with your state supervisor of career development to identify any state-level materials that might suggest program options.

FLORIDA: Bureau of Career Development
Florida Department of Education
Tallahassee, FL 32399-0400
(904) 488-0400, SunCom 278-0400

Consultants. Possible resource people include guidance and career development staff from your local district administrative office, counselors, occupational specialists, and teachers from other buildings in your district, resource persons from intermediate school districts, state department guidance, and career development consultants, and counselor and career development educators.

Conferences and Workshops. Attend conferences and workshops to obtain information about new career program activities.

FLORIDA:

NOICC/SOICC ANNUAL CONFERENCE:

FALL: Occupational Specialist Guidance Association/Bureau of Career Development, Department of Education Conference

Contact: Bureau of Career Development

SPRING: Florida Career Development Association/Bureau of Career Development, Department of Education Conference

Contact: Bureau of Career Development

Visitations. Visit exemplary programs in your state to observe the program and talk with counselors and teachers in order to gain more information about how to implement the activity in your school.

Florida has four pilot sites for implementing career development in middle schools. For more information contact the Vocational Director's office in each district to be referred to the pilot site coordinators.

1. Hillsborough County
   901 E. Kennedy Blvd
   Tampa, FL 33601-3408
   (813) 272-4000
   SC 547-4000

2. Orange County
   434 N. Tampa Blvd.
   Orlando, FL 32802
   (407) 422-3200
   SC 329-1200

3. Palm Beach County
   3323 Belvedere Rd
   West Palm Beach
   (407) 684-5002
   SC 222-5002

4. Polk County
   1915 S. Floral Ave.
   Bartow FL 33830
   (813) 534-2111
   SC 541-2111

Educational Resources Information Center (ERIC). ERIC has a computer database of information on all types of educational programs. ERIC contains a wealth of career development program information. You can use ERIC at many information resource centers at large city schools, intermediate school districts, state departments of education, or college libraries. For more specific information, contact the ERIC Clearinghouse on Counseling and Personnel Services, School of Education, University of Michigan, Ann Arbor, MI 48109.

Florida Educational Information System (FEIS) FEIS is a service provided to the Florida Department of Education, Division of Vocational, Adult, and Community Education. The service is also available to other education agencies. FEIS is designed to search all available resources to find materials on a given topic.

For more information write or call:

FEIS
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054, SunCom 277-2054
Toll Free 1-800-428-1194

National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committee (SOICC). NOICC and its network of SOICCs are involved in the development and use of labor market information. As part of its many activities, the NOICC/SOICC network develops and maintains state career information delivery systems (CIDS). For more information on CIDS activities in Florida, contact the Director of SOICC :

Contact: SOICC
Bureau of Labor Market Information
Department of Labor and Employment Security
1320 Executive Center Drive
Atkins Building, Suite 210
Tallahassee, Florida 32399-0674
(904) 488-7397

See the Appendix for a listing of the SOICCs, page 151.

Professional Associations. A number of national and state professional associations are committed to providing information to improve career development programs. Major associations associated with this mission are the National Career Development Association, a division of the American Association of Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304, and the Guidance Division of the American Vocational Association, 1410 King Street, Alexandria, VA 22314. These associations publish journals and books, conduct conferences, support state branches, and provide resource services related to career guidance and counseling programs.

National Career Development Association (NCDA)

A division of The American Association of Counseling and Development.

The mission of NCDA is to promote a greater understanding of the meaning of work, to foster career development over the lifespan, and to establish and improve the standards of professional services in the field of career counseling.

Florida Association of Counseling and Development (FACD)

FACD is a comprehensive professional organization composed of various divisions which represent a myriad of interests and issues in counseling and development and other human services. This includes school guidance and counseling, vocational career and development, measurement and evaluation, multi-cultural issues, marriage and family, and general mental health concerns. This organization is comprised of nearly 4,000 professional counselors and human services providers through the state of Florida. FACD is the state branch of the American Association for Counseling and Development, representing similar interest at the national level and comprised of over 55,000 members. For further information contact:

FACD Headquarters
P.O. Box 300457
Fern Park, FL 32730

Florida Career Development Association (FCDA)

The purpose of FCDA is to

- collect and disseminate information
- support research
- promote articulation
- promote collaboration
- promote supportive legislation.

FCDA is a division of Florida Association for Counseling and Development.

Contact: FACD
P.O. Box 300457
Fern Park, FL 32730

Florida Council on Vocational Education (F-CO)

The purpose of the Florida Council on Vocational Education, required by the Carl Perkins Act, is to serve as advisors to the State Board for Vocational Education to improve vocational education. Of the thirteen committee members, seven are from the private sector in order to provide educators with the informed viewpoint of the business community.

Florida Vocational Association (FVA)

The purpose of FVA is to improve vocational educational programs in Florida and to promote effective vocational education by unifying all interests through representative membership. To accomplish these objectives, FVA provides the following services:

- Professional Leadership
- Staff Development
- Public Information
- FVA office
- Affiliation with the American Vocational Association (AVA)
- Encouragement of local associations

For more information contact:

Ron Scull
Florida Vocational Association
1300 Executive Center Drive, Suite 304
Tallahassee, FL 32301

Occupational Specialists of Guidance Association (OSGA)

OSGA is an affliate of the Florida Vocational Association and serves to promote professional development for occupational specialists and to encourage cooperative attitudes among educators.

71

For more information contact:

Gloria Dickson, President
Gainesville High School
Gainesville, FL 32609

Design the Improved Program

Although the steering committee or program review task force will coordinate the program improvement process, specific design teams can be formed either by competency areas or for grade level. Members of design teams may include counselors, occupational specialists, teachers, librarians, and/or community or private sector resource persons.

The design teams should also develop measures to evaluate the indicators as they design activities. See the section Design and Conduct Product Evaluation in Step V: Evaluate the Program and Designing Product Evaluation in the Appendix for related information.

It is important that the design teams be provided the time and resources needed to complete the work. The steering committee chair should arrange for released time, use of professional development days, convenient meeting times, or special summer workshops. Throughout the design process, the steering committee or program review task force will monitor the design teams and provide the resources needed for program improvement.

The design process will focus on developing activities to support each indicator related to a competency. The design teams will review information that has been collected about new career development activities and select activities for use in the improved program. The design team will look for activities that are:

- effective in helping students develop the desired career development attitudes, knowledge, and skills.
- appropriate for the needs of the students
- needed for staff development to implement the activities.

If activities can not be identified for specific indicators, the design teams may want to develop them.

See the Appendix for Improving the Program and Career Development Program Plan, Procedure 12, page 109.

Revise the Career Development Program

The final task is to document the improved program using the "Career Development Program Plan." The steering committee will complete this task. In "Step II: Establish Local Standards," the mission statement and student standards section of the plan were completed. During the revision the steering committee will review all the activities from the design team and organize all information for the following sections.

Program Processes. This section contains an overview of program processes organized by each of the competencies in the local standards. For each competency, the following should be described:

Student Performance Indicators – The specific indicators related to the competency

Processes – The specific processes for each indicator including classroom instruction, counseling, assessment, information, placement, consultation, or referral

Activities – A brief description of the specific activities for each indicator

Audiences – An identification of the students who will experience the activity for each indicator

Staff – A description of the staff who will deliver the activities for each indicator

Schedule – A description of when each of the activities will begin and when it will end.

Program Structure. In this section, the five elements of program structure—leadership, staffing, facilities, resources, and management—will be described in detail.

Leadership – A description of who will manage the program including their qualifications, role and responsibilities, and support requirements such as released time

Staffing – A description of each type of staff (or specific staff member) who has a role in the program including qualifications and role and responsibilities

Facilities – A listing of the types of facilities needed to conduct the program including physical space, equipment, materials, and supplies

Budget – A formal budget detailing by line item the immediate and long-range financial support required for the program

Management Plan — A management plan that includes a description of all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation, and staff development.

Program Schedule. This section will provide a schedule for the delivery of the program. Activities should be listed by month and grade.

Obtain Administrative Endorsement of the Plan

Administrative endorsement of the "Career Development Program Plan" will be obtained from the appropriate administrative levels. The plan can also be used for public information purposes and to gain community support for the program.

SUMMARY CHECKLIST
FOR STEP III:
IMPROVE THE PROGRAM

	Tasks	Date Completed
1.	Conduct a review of the current program	____________
	A. Identify types of information needed	____________
	B. Collect information	____________
	C. Set program improvement priorities	____________
2.	Improve the career development program	____________
	A. Obtain information about new career development activities	____________
	B. Design the improved program	____________
	C. Develop the career development program plan	____________

STEP IV: IMPLEMENT THE PROGRAM

SECURE RESOURCES AND STAFF TIME

Secure Resources

The chair of the steering committee should assume responsibility for requesting the resources needed to implement the improved career development program. The budget and description of resources (physical facilities, equipment, and materials and supplies) from the Career Development Program Plan provide documentation and support for these needs. A commitment of adequate financial resources from the building administrator and/or central administration is essential for successful implementation.

Ensure Staff Time

It is extremely important to guarantee that counselors, teachers, and other staff have sufficient time to deliver the program. Currently, counselors, occupational specialists, and teachers are experiencing many demands on their time. It may be helpful to complete an analysis of the current use of counselor time. One approach is to have counselors keep daily time logs for a period of time such as a month and categorize their activities.

Another approach is to work with counselors to identify current roles and responsibilities, to cluster activities according to the type of activity, and to identify responsibilities that could be eliminated. It should be noted that many of the goals of career development overlap with goals of the total guidance and counseling program and the subject matter curriculum. Many of the activities in the improved career development program will replace or expand existing activities rather than require additional activities.

Based on this analysis of time, revised staff roles will be developed indicating responsibilities that will be changed to provide time for implementation of the improved program. The chair of the steering committee should then initiate discussions that will lead to these revised roles with appropriate persons such as the building principal, district guidance supervisor and curriculum supervisor, and/or other district administrators.

CONDUCT STAFF DEVELOPMENT

Conduct Orientation to Improved Program

The steering committee and others who have been involved in design teams should conduct an initial orientation to the improved program for other staff who will be involved in program implementation. This orientation can be conducted with the total staff group or with smaller groups by grade level or type of staff, e.g., teachers or counselors. This intensive orientation provides an overview of the improved program, specific training on how to deliver new career development activities, and management, resource, and time reallocation that will support implementation.

Assess Staff Development Needs

Successful implementation of the improved career development program will depend on the extent to which counselors, teachers, and other staff have (1) the competencies (skills and knowledge) needed to coordinate and implement the improved program, and (2) a sense of ownership due to the involvement of themselves and their peers.

Staff will need staff development experiences to strengthen their skills related to career development. Areas of need will include:

- applying counseling skills to career development goals;
- developing guidance curriculum activities;

- identifying and using career information resources,
- conducting individual and group assessment activities, conducting effective consultation, coordinating the career program, and
- meeting the career development needs of special populations.

Prepare and Implement Staff Development Plans

Based on the results of a self-assessment of staff development needs, the steering committee should arrange professional development activities. Both group and individual staff development experiences are recommended. Group activities might be conducted during professional development days or at other arranged times. It is also recommended that individual staff members develop and complete individual professional development plans.

See the Appendix for Preparing Staff Development, Procedure 13, page 112. This includes a list of Counselor Competencies suggested by the National Career Guidance and Counseling Guidelines.

Staff Development Activities

Formal Graduate-Level Coursework. Graduate-level coursework in career development, counseling, testing and assessment, and career information.

Improved Career Decision Making course (ICDM). The ICDM materials have been developed through support from the National Occupational Information Coordinating Committee. ICDM is a sequential, integrated, and comprehensive curriculum that is designed to provide counselors with an understanding of labor market information and operations resources that can be used to help individuals make informed career decisions. Contact the Director of your State Occupational Information Coordinating Committee or State Director of Guidance to arrange training.

Workshops and Conferences. Conferences and workshops may include activities sponsored by professional associations or other groups. The recent focus on national credentialing of career counselors has stimulated a variety of professional development workshops that are endorsed by the National Board for Certified Counselors (NBCC). A list of approved professional development providers can be obtained by writing the NBCC, 5999 Stevenson Avenue, Alexandria, VA 22304.

Visitations. Visitations to other programs allow counselors and teachers to network with other professionals who have successful programs, observe career development activities, and question other counselors and teachers about how to use the activities most effectively.

Independent Study. Recommendations for independent learning materials and experiences can be obtained from the local district guidance supervisor and resource center staff, state department personnel, intermediate school district consultants, or counselor educators.

Summer Work Experiences. Summer work experiences in business and industry provide excellent opportunities for counselors and teachers to interact with persons in noneducational career settings, observe employee-employer work-related situations, and acquire first-hand knowledge about career development in the private sector.

Inservice Education Programs. Inservice programs that provide training on specific skills or new activities can be conducted by counselor educators, state-level staff, or other expert consultants.

Summer Institutes. Inservice workshops are offered as summer institutes to provide education and training related to math and science education.

MONITOR PROGRAM IMPLEMENTATION

The management schedule and program schedule sections of the "Career Development Program Plan" provide a basis for monitoring program implementation. The steering committee will assume responsibility for developing a monitoring plan. The program and management schedules can be reviewed on a regular basis to identify any problems in program implementation. If problems are identified, the steering committee should identify the source of the problem such as lack of time, resources, and/or skills and should find solutions.

Individual staff members can monitor their own activities using the program schedule. Meetings with the entire career development program staff held every two to three months can identify staff concerns, share successes, clarify the program schedule for the next two to three months, and identify design problems with specific activities.

The steering committee is encouraged to record information during the first year of implementation that can be used to strengthen implementation during the second year and to improve the program.

SUMMARY CHECKLIST
FOR STEP IV:
IMPLEMENT THE PROGRAM

Tasks	Date Completed
1. Secure resources and staff time	
A. Secure resources	
B. Ensure staff time	
2. Conduct staff development	
A. Conduct orientation to improved program	
B. Assess staff development needs	
C. Prepare and implement staff development plans	
3. Monitor program implementation	

STEP V: EVALUATE THE PROGRAM

The purpose of evaluation is to determine the extent to which students attained the local student career development standards and to determine the success of the program implementation.

Tasks involved in program evaluation are:

- Design and conduct product evaluation
- Design and conduct process evaluation
- Use product and process evaluation results

Figure 4 describes the evaluation process that is recommended in this step.

Figure 4

EVALUATION PROCESS

PRODUCT EVALUATION
- Compare student achievement against and schedule

PROCESS EVALUATION
- Review program processes, structure standards

USE EVALUATION RESULTS
- To monitor student progress
- To assess program effectiveness
- To communicate benefits and needs of program

Types of Evaluation

Two major types of evaluation are needed to provide information for program decisions. These are product, evaluation, and process evaluation.

Product evaluation assesses the extent to which the program was effective in helping students attain the competencies and indicators that are specified in the local standards. It provides information needed to identify discrepancies between desired and actual student outcomes.

Process evaluation evaluates the program processes, structure, and schedule. It addresses such questions as: Was the program fully implemented within the specified timelines? What problems were encountered in implementing the program? Were the program processes and structure effective? What changes are indicated based on the implementation experience?

Benefits of Evaluation

Effective career development programs use the ongoing processes of review, revision, and implementation. Product and process evaluations provide information necessary to make informed program decisions. They provide information needed to modify your career development program to support the achievement of student career development standards. Evaluation information also helps you gain support for the program.

Evaluation Principles

As you design and conduct product and process evaluation, the following principles should be considered:

1. Evaluation is planned and conducted to encourage follow-through.
2. Audiences involved in or affected by the evaluation are involved in the evaluation process.
3. Evaluation is designed and conducted so that the rights and welfare of those providing information are respected and protected.

4. The value of the evaluation information justifies the resources used.

5. Safeguards are employed in the procedures to protect against distortion by personal feelings and biases of any party to the evaluation.

6. Information-gathering instruments and procedures are selected or developed to ensure that the information obtained is sufficiently reliable and its interpretation is valid for its intended use.

7. Practical procedures are used and disruption is kept to a minimum.

8. Sources of information are described in enough detail so that accuracy of the information can be assessed.

9. Data collected, processed, and reported are reviewed and corrected so that the evaluation is not flawed.

10. Perspectives, procedures, and rationale used to interpret findings are carefully described so that the bases for value judgments are clear.

11. Conclusions are explicitly stated and justified so that the audiences can assess them.

DESIGN AND CONDUCT PRODUCT EVALUATION

Methods of Measuring Career Development Outcomes

Career development competencies and indicators cover a variety of attitudes, skills, and knowledge across cognitive, effective, and psychomotor areas. The emphasis in career development competencies and indicators is not only on knowledge but also on the application of knowledge in career planning. Because career development competencies and indicators are diverse and focus on personal application in a variety of situations, measures should also be diverse and creative.

Measuring student achievement in career development is similar to measuring achievement in other subject areas. Measurement might take the form of standardized tests, teacher tests, classroom observation, or systems for monitoring individual learning objectives. The next section describes several methods and techniques of measuring career development competencies and indicators.

Design Product Evaluation

In designing evaluation measures each indicator can be translated to a performance objective and a measure developed to evaluate the objective. For example:

- **Competencies.** Competencies are broad career development goals.

  Example: Skills for locating and understanding career information.

- **Indicators.** Indicators describe specific attitudes, knowledge, and skills that students need to develop to achieve the competencies.

  Example: Students will demonstrate skills using school and community resources to learn about careers.

- **Performance Objectives.** Performance objectives state how and at what level your students will demonstrate their achievement of the indicators.

  Example: After an orientation to career resources, students will use at least three

80

sources of career information to develop a list of at least three occupational clusters related to their interests and identify two important jobs for each cluster that are performed in their community.

- **Measures.** Measures are the specific methods that will be used to assess the performance objectives.

  Example: The counselor will review the student's list for completeness: (a) at least three sources of career information were used, (b) at least three career areas, related to the student's interests, were identified, and (c) at least two community jobs for each cluster were identified.

The steering committee or an evaluation task force comprised of members of the steering committee and others such as evaluation specialists from the district, state department, or colleges and universities, will coordinate the evaluation process.

The steering committee or evaluation task force will develop a plan for designing measures to assess student achievement on each of the career development indicators. It is recommended that measures be designed in conjunction with the design of the improved career development program. The design teams in consultation with the evaluation task force will develop evaluation measures as they design program activities. The evaluation task force will provide training in developing evaluation measures for the design teams.

See the Appendix for a Procedure 14, Conducting Process Evaluation, for forms and materials, page 122.

Conduct Product Evaluation

When measures have been developed for each indicator, the evaluation task force will develop a product evaluation plan that describes who will administer each measure and when it will be administered. It is recommended that the measures be administered by the staff member who conducts the activity. As measures are administered and scored, results should be forwarded to the evaluation task force.

When the evaluation task force has collected the information about student performance on the measures, they will complete an analysis of these results including a summary of the number and percentage of students who have attained the indicator. It is suggested that a group criterion level be established for each indicator, e.g., 80 percent of students specified in the sequence of delivery will successfully complete the measure. Using this criterion level, a group profile can be developed that compares actual group achievement to the group criterion level. In addition, it is recommended that a profile be developed for individual students showing which indicators the student has achieved.

Sources and Methods of Measuring Student Outcomes

Standardized Career Development Instruments. Career development instruments are a fairly recent development in standardized testing. These are discussed in A Counselor's Guide to Career Assessment Instruments (Kapes and Mastie, 1988). This publication and the publishers' test manuals identify standardized instruments for use in program evaluation.

State Assessment Programs. Many states have state-wide assessment programs. The objectives assessed may be similar to the career development indicators.

Locally Developed Career Assessment Measures. Using your local student career development competencies, the staff can design measures for specific indicators.

Interviews. Interviewing is an informational or data collection technique in which information about students' achievement levels can be obtained through one-to-one conversation. Typically, these interviews are conducted in person. A set of structured interview questions is the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals. Self-reporting logs and instruments are designed to measure students' activities, attitudes, and feelings. They are subjective and provide indicators of growth and change.

Checklists. It is often convenient and effective to develop checklists of behaviors, events, characteristics, or skills. In an unobtrusive, systematic way, observations of the students can then be made and recorded as they engage in program activities and interact with others.

Observations. Observations can be a very effective means for assessing students' achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations. Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure students' understanding of career development competencies.

Role Playing Situations. Role playing situations can provide an opportunity for students to demonstrate behaviors and application of knowledge in "life like" situations.

Paper and Pencil Tests. Objective, written test items can be developed or identified from existing teacher-developed tests to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. This type of item is most effective in assessing cognitive competencies and indicators.

Planning Forms. A variety of forms that provide the opportunity for students to describe their career-related plans can provide assessment information particularly in the career decision-making area.

DESIGN AND CONDUCT PROCESS EVALUATION

Design Process Evaluation

Process evaluation will follow the same general procedures that were used to conduct a review of the current career development program. The difference is that the process evaluation will focus on reviewing the implementation of your improved career development program.

The following specific questions need to be addressed by the program review:

- Were the career activities specified in the "Career Development Plan" fully implemented according to schedule?
- Did the process accomplish the delivery of the product?
- Was the program structure specified in the "Career Development Plan" fully implemented?
- Was it effective in supporting the delivery of the program?
- What are the strengths of the program?
- What areas of the program need to be improved?
- What are some recommendations for change?
- What are the critical incidents or achievements that are "musts" for the success of the program?

A survey should be developed for use in collecting process evaluation information.

Please see the Appendix, Procedure 15, Designing Evaluation, page 125 for sample materials.

Conduct Process Evaluation

Although the steering committee or evaluation task force will manage the process evaluation, other staff such as other counselors, occupational specialists, and teachers may be involved in collecting information needed to complete the process evaluation survey. Resource persons such as the district-level student services personnel or guidance director, state department guidance and career development consultants, school district consultants, and counselor educators may also be involved in the process.

A task-timeline should be developed to help manage the process evaluation. This should specify who will collect what types of information by what date. The steering committee or evaluation task force will have responsibility for monitoring the information collection process and helping to resolve problems that might arise.

When the survey has been completed the steering committee or evaluation task force should develop a written summary of the process evaluation results.

USE EVALUATION RESULTS

The uses of evaluation results include:

- Monitor the achievement of individual students on career development competencies and indicators, and develop a plan for increasing student achievement on competencies and indicators.
- Determine the effectiveness of the career development program for enhancing student attainment of the local student career development standards.
- Communicate the strengths, benefits, and needs of the career development program.

Monitor Individual Student Achievement

The profile of achievement of individual students on the local career development standards developed during the product evaluation should be used by counselors and teachers to monitor student progress, individualize guidance and teaching activities, and help students formulate tentative career plans.

Sample plans for elementary, middle, and high school are found in the Appendix, Procedure 16, page 127.

Determine Effectiveness of the Program

The results of the product and process evaluation will be used to assess the effectiveness of the career development program. The results should be summarized to describe the strengths and weaknesses of your program related to each of the student competencies in the local standards. The steering committee should meet to review the results of the program review and set program improvement priorities.

The committee should address the following questions:

- What were the attainment levels of our students on our local student career development standards?

- Based on student attainment information, which competencies and indicators were most improved?

- Based on student attainment information, which competencies and indicators were least improved?

- Were the guidance and teaching activities specified in the "Career Development Program Plan" fully implemented according to schedule?

- Was the program structure specified in the "Career Development Program Plan" fully implemented and did it support implementation of the program?

- What are the priorities for program improvement?

A final written report will be developed that summarizes program strengths and weaknesses, identifies priorities for program improvement, and suggests improvements in the evaluation procedures. When program improvement priorities have been established, the steering committee will schedule and coordinate the program improvement process by completing activities similar to the those used to improve the career development program in Step III.

Communicate Strengths, Needs, and Benefits of the Program

The steering committee will use the "Career Development Program Plan" and the "Final Evaluation Report" to communicate the strengths, needs, and benefits of the program to key groups such as the school board, central administration, building-level administrators, parents and the community. The purpose of sharing this information is to increase awareness and understanding of the program, to increase support, and to justify the resources.

SUMMARY CHECKLIST
FOR STEP V:
EVALUATE THE PROGRAM

Tasks	Date Completed
1. Design and conduct product evaluation	____________
A. Design product evaluation	____________
B. Conduct product evaluation	____________
2. Design and conduct process evaluation	____________
A. Design process evaluation	____________
B. Conduct process evaluation	____________
3. Use evaluation results	____________
A. Monitor individual student achievement	____________
B. Determine effectiveness of the program	____________
C. Communicate strengths, needs, and benefits of the program	____________

APPENDICES

PROCEDURE 1

SELECT A STEERING COMMITTEE

DIRECTIONS: Use this chart to select steering committee members and arrange for release time.

Position	Appointed By	Release Time	Area of Expertise
District Level:			
Other District Level Personnel:			
Building Administrators:			
Counselors:			
Occupational Specialists:			
Teachers:			
Student Services:			

PROCEDURE 2

STEERING COMMITTEE – SAMPLE AGENDA ITEMS

DIRECTIONS: This list is a sample of possible items to be covered in the first and second steering committee meeting.

I. Committee operations

1. Define the committee purpose, individual expertise and responsibility.
2. Develop an initial time line that includes other personnel to be involved and meeting times.
3. Create a cooperative team environment.

II. Beginning the implementation process.

1. Choose and distribute implementation guidelines.
2. Define the functions of the steering committee within the guidelines being used.
3. Assign responsibility for securing school and district committments for time and resources.
4. Use the adopted guidelines for the next step.

PROCEDURE 3

ADVISORY COMMITTEE SELECTION CHART

DIRECTIONS: Use this chart to select committee members and arrange for commitments and time.

Groups Represented	Person Selected	Approval Authority	Steering Committee Person Responsible
Administrators:			
Guidance Staff:			
Occupational Specialists:			
Student Services:			
Parents:			
Private Sector:			
Counselors from Other Levels:			
Counselor Educators:			

PROCEDURE 4

NEEDS AND BENEFITS

DIRECTIONS: Fill in each area, discuss, and use to create benefits statements.

1. **Trend: Changing Student Population**

   Local Relevance:

   Career Development Benefits:

2. **Trend: Changing Workplace**

   Local Relevance:

   Career Development Benefits:

3. **Trend: Educational Excellence**

   Local Relevance:

   Career Development Benefits:

4. Trend: Family Involvement

Local Relevance:

Career Development Benefits:

5. Trend: Program Accountability

Local Relevance:

Career Development Benefits:

6. Trend: Program Articulation

Local Relevance:

Career Development Benefits:

PROCEDURE 5

CAREER DEVELOPMENT INFORMATION BRIEF

INSTRUCTIONS: This sample brief can be used as the basis for information to be distributed to key groups and the media. You may want to work with a public relations expert.

Our school is currently faced with a number of important issues and needs. These include: (List the needs identified during the activity.)

Career development programs have been proven to be effective in addressing these needs and issues. Some of the benefits of career development that are particularly important to our school at this time include: (List the benefits identified during the activity.)

National leaders in career guidance and counseling have recognized these benefits but have also stressed that such benefits are tied to the quality and comprehensiveness of career guidance and counseling programs. The National Occupational Information Coordinating Committee responded to the need to foster excellence in career guidance through the National Career Development Guidelines Project. The goal of this national project was to develop and disseminate student and counselor competency guidelines, a program review and improvement process, and training materials for comprehensive career guidance and counseling programs from kindergarten through adulthood. The Florida Department of Education, through the Bureau of Career Development has produced The Florida Career Development Guide. The Florida Guide incorporates the goals from Florida Education Commissioner Betty Castor's Blueprint for Career Preparation. The Florida Guide is based on both the National Guidelines and on the Blueprint and is designed to support Florida school districts in developing comprehensive career development programs.

These materials provide a unique opportunity for our school to conduct a career development program review and improvement process, thus strengthening the effect that our program will have in response to pressing educational needs and issues. The development of the materials from the National Guidelines project involved more that 150 national, state, and local leaders in an advisory, review, and validation capacity. This ensures that the use of these materials for establishing student career development competencies and conducting the program review and improvement process will bring to our school the best national expert consensus about what constitutes a high quality career development program.

PROCEDURE 6

TASK-TIMELINE FOR THE IMPLEMENTATION PROCESS

Begin	6 Months	12 Months	24 Months

Planning

1.
2.
3.
4.
5.
6.

Development

1.
2.
3.
4.
5.
6.

Implementation

1.
2.
3.
4.
5.
6.

Review

1.
2.
3.
4.
5.
6.

PROCEDURE 7

ADMINISTERING A NEEDS ASSESSMENT INSTRUMENT

Identify Respondents

1

	X	%	#
Administrators			
Faculty			
Student Services Staff			

	X	%	#
Counselors			
Students			

Total

Finalize Needs Assessment Instrument

2

☐ Review the sample needs assessment instrument. Adapt or pick another instrument.

☐ Determine the number of alternate forms needed for administrators, students, etc.

☐ Will the needs assessment be computer scorable?

Collect Data

3

Respondents	Person Administering Instrument	Dates	Follow-up	Dates

Analyze Data

4

Task	Committee Member Responsible	Notes
1. Manage scoring.		
2. Manage statistical analysis of information		
3. Manage the report on the needs assessment instrument.		

CAREER DEVELOPMENT NEEDS ASSESSMENT
SAMPLE INSTRUMENT

POSITION: _______ Administrator _______ Teacher _______ Counselor
_______ Student _______ Parent _______ Other

GRADE LEVEL:

INSTRUCTIONS:

We are conducting a survey of the career development needs of our students. This survey lists attitudes, skills, and knowledge that are related to effective career awareness and exploration. Read each item and give it **two different ratings:** (1) **importance** - for students in our school, and (2) **student achievement** - your perceptions of how many students in our school already have the attitude, skills, or knowledge.

Circle your choice using the following **importance** scale:

Of Great Importance				**Of Little Importance**
5	4	3	2	1

Circle your choice using the following **student achievement** scale:

No Students 0-10%	**Few** 11-30%	**Some** 31-70%	**Most** 71-90%	**All Students** 91-100%
5	4	3	2	1

You may add an additional indicator in the space at the end of each competency if you think it is (1) important for our students, (2) relevant to the competency listed, and (3) not addressed by those indicators already listed.

A complete needs assessment instrument, based on the student competencies and indicators listed in this manual, is available through the Bureau of Career Development, Florida Department of Education, Florida Education Center, Tallahassee, Florida 32399-0400.

Career Development Needs Assessment *(con't)*

Competency 1: Knowledge of the influence of a positive self-concept on career development.

1. Students can access personal likes and dislikes.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

2. Students can assess individual attributes required for successfully fulfilling different role.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

3. Students can describe how one's behavior influences the feelings and actions of others.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

4. Students can identify environmental influences on attitude, behavior, and aptitudes and how they help determine self-uniqueness.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

5. Students can identify specific life experiences that are influenced by personal attributes and self-perceptions.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

6. Students can demonstrate an understanding of self as it relates to the development of a positive self-concept.

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

7. Additional indicator-optional

Importance	*Perceived Achievement*	*Total*
5 4 3 2 1	5 4 3 2 1	______

PROCEDURE 8

EXAMPLE OF SCOPE AND SEQUENCE

Review the indicators and determine how each should be addressed at each grade level.

Code: Leave blank if it should not be addressed
A = Awareness
I = Introduce
R = Reinforce

COMPETENCY I: KNOWLEDGE OF THE IMPORTANCE OF A POSITIVE SELF-CONCEPT ON CAREER DEVELOPMENT.

	Grade Level		
Indicator	K-5	6-8	9-12
1. Students can verbalize both positive and negative feelings.			
2. Students can describe positive characteristics about self as perceived by self and others.			
3. Students can identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.			
4. Students can describe how one's behavior influences and feelings and actions of others.			
5. Students demonstrate a positive attitude about self.			
6. Students can identify interests, abilities strengths, and weaknesses as components of personal uniqueness.			
7. Students can describe ways to meet personal needs and goals through work.			
8. Students can relate knowledge of self to a variety of occupations.			
9. (additional indicator added from needs assessment information)			

PROCEDURE 9

ARTICULATION GUIDELINES

Definition of Articulation

Since career development is a lifelong process and individuals differ in their rate of career development, it is important to develop articulation procedures to support the effective achievement of career development competencies within and across the five program levels.

Articulation is the process of coordinating programs both within and across levels. The purposes of articulation are to ensure a smooth transition from one level to another, to support the effective sequencing of program activities, and to avoid unnecessary duplication of learning.

Goals and Benefits

The goals and benefits of articulation include the following:

- Reinforce career development competencies within and across levels.
- Individualize programs to meet the career development needs of all students and adults.
- Reduce unnecessary duplication of learning both within and across levels.
- Improve the effectiveness of programs in supporting the achievement of career development competencies.
- Increase the continuity of career development assistance to students and adults across the life span.
- Improve the coordination of program components and activities both within and across program levels.

The Articulation Process

Articulation is an integral part of the program review and improvement process. Specific procedures that support articulation include the following:

Secure Administrative Support and Commitment

Support and endorsements need to be gained both within and between institutional levels. For example, within an institution, the administrator needs to endorse the concept of cross-grade level articulation. Between institutions, administrators need to endorse district-wide articulation between high school and postsecondary programs, between various levels such as elementary, middle and junior high school, and high school, and between various institutions that serve adults.

Utilize an Articulation Committee

Within various levels, articulation can be coordinated by a steering committee that includes representatives from various program areas (for example, at the postsecondary level, staff who represent various curriculum areas or who have contact with students at various stages in the postsecondary experience including admissions, academic advising, and placement personnel). Cross-level articulation can be supported by selecting members of steering committees at various levels to form an articulation committee. For example, representatives from the elementary, middle or junior high school and high school steering committees within a local district might form an articulation committee. At the adult level, an example might be an articulation committee with representatives from several institutions who serve adults, such as community college, a community-based organization, the state employment service office, and a private employer.

Develop an Articulation Plan

The articulation committee should develop an *Articulation Plan*. This plan should include (1) suggested sequencing of career development competencies, (2) procedures for coordinating program activities, and (3) procedures for communicating information about students' and adults' career development achievement across program levels. Sequencing should specify when career development competencies will be introduced and when they will be reinforced at subsequent levels. Program activity coordination should describe procedures to avoid duplication, to share facilities and resources when feasible, and to capitalize on staff expertise. Finally, information about students' and adults' career development achievement needs to be shared across all levels. The *Individual Career Plan* is a recommended strategy for documenting individual career and educational plans along with information about achievement related to the career development competencies. *The Articulation Plan* should specify how information from the *Individual Career Plan* will be transferred across program levels and used by staff both within and across program levels.

Implement the Articulation Plan

After the *Articulation Plan* is developed, specific steps need to be completed to implement the plan. First, the plan needs to be disseminated to all of those who have a role in implementing it. In addition, staff need to be trained so they can implement the plan. It is effective to conduct cross-level training sessions so staff in various levels can establish communication and clarify their individual roles. Next, staff need to implement the *Articulation Plan*. During this phase, it will be helpful for the articulation committee to communicate regularly with staff at various levels to identify and resolve implementation problems and to facilitate communication among staff at various levels. Finally, the articulation committee should monitor the transfer of information (e.g., the *Individual Career Plan*), across levels to be certain that the information is being transferred and used consistently.

Evaluate and Improve the Articulation Process

After the *Articulation Plan* has been implemented, the articulation committee needs to collect information that will evaluate the effectiveness of the articulation process. Evaluation questions that need to be addressed include the following:

Is the suggested sequencing of the career development competency standards appropriate to the needs of students and adults?

Are the recommendations for coordinating program activities working effectively?

Are the *Individual Career Plans* being used to strengthen and individualize program activities?

Are communication and coordination across levels supporting articulation? If not, what are the problems or barriers?

When information has been collected related to these questions, the articulation committee should review and modify the *Articulation Plan* based on these evaluation results.

Summary

Articulation will be most effective if it is addressed throughout the program review and improvement process. For example:

Administrative commitment to articulation is obtained at the initiation of the program review and improvement process along with other key administrative commitments.

The articulation committee is formed soon after the steering committees are formed at various levels so there is consistent communication across levels throughout the program review and improvement process.

A sequence for the delivery of career development competencies is developed to ensure reinforcement and continuity of standards across levels.

Procedures for coordinating program activities across levels are developed in conjunction with program revision plans at each level to ensure optimal use of resources and to avoid unnecessary duplication of learning experiences.

The evaluation of the articulation process is conducted parallel to the program evaluation so review of program components can be coordinated with revisions of the articulation process.

PROCEDURE 10

CONDUCTING A PROGRAM REVIEW

Types of Information

1

Program Components to Review	Program Structures to Review	Review Instrument

Collect Information

2

Respondents	Person Collecting Responses	Dates	Person Collecting Information

Set Program Priorities

3

1. Establish time line for reviewing information:
2. Establish process to determine priorities:
3. Final report
   Who:
   When:

PROCEDURE 11

CAREER DEVELOPMENT PROGRAM REVIEW FORM

I. Program Processes

This section of the review form provides a process for recording information about current guidance processes and activities organized by each of the student competencies and indicators. A sample form is given for one competency. One of these forms should be completed for each competency.

INSTRUCTIONS:

1. **Indicator**. List the indicators. All indicators for the competencies should be reviewed.
2. **Guidance Processes**. List the guidance process(es) that is/are being used for each indicator. Guidance processes include classroom instruction, counseling, assessment, information, placement, consultation, and referral.
3. **Activity**. List the program activity(ies) that is/are being used for each indicator.
4. **Audience**. Describe which students are reviewing each activity.
5. **Overall Comments and Recommendations**. In this final section for each competency, list overall comments and recommendations including–
    - Overall strengths and weaknesses of the program related to the competencies and indicators.
    - Recommended improvements including competencies and indicators that need to be strengthened and activities that might be added or substituted

Career Development Program Review Form *(con't)*

Competency Number:

Competency Statement:

Indicator	Process	Activity	Audience

Overall strengths and weaknesses of the program related to the competency and indicators.

Recommended improvements in the competency and indicators including new processes and activities that might be added or substituted.

II. Program Structure

The following information related to program structure should be collected.

A. Program Leadership

Is there a designated career development program leader?

What are his or her responsibilities?

Are other aware that this person is the leader?

Does this individual have time to provide leadership to the program?

Career Development Program Review Form *(con't)*

B. Staffing

Which individuals have a role in staffing the program?

What are their specific responsibilities?

Do they have time to perform these responsibilities?

Do they have the expertise needed?

C. Facilities

What physical space is available for the program? Is it adequate in terms of size and privacy?

What equipment is available for the program? Is it adequate?

What materials are available for the program? Are they current and readily available when needed?

What supplies are available for the program? Are they adequate?

D. Budget

What budget is available for the program? Is it adequate?

E. Management

How is the program coordinated with other guidance and counseling program areas and with other school programs? How might coordination be improved?

Is the program evaluated periodically? Is the evaluation information adequate to support the effectiveness of the program?

Does the program conduct public relations activities? Are they effective?

Does the program include regular staff development activities? Are they responsive to staff needs?

Is the program articulated with career development programs at other educational levels? Do the articulation procedures reduce program duplication and gaps?

Is the program coordinated with other programs that serve our students (e.g., vocational rehabilitation, etc.)?

III. Program Schedule

Is there a master schedule for the delivery of the program? Does the program leader monitor the schedule?

PROCEDURE 12

IMPROVING THE PROGRAM

INSTRUCTIONS: The steering committee should meet to summarize information from the program review and from the work of the design teams. The committee will organize the information needed for the plan and determine how the plan will be developed. The chair may take responsibility for writing the plan or subgroups may be formed around sections of the plan.

1. **Program Description.** Using the "Program Activity Design Forms," a summary of the program by each competency should be developed giving the indicator and standard, the program process, a brief description of the activity, the grade level of students, the staff member responsible, and the date when it will be completed.

2. **Staff Role Descriptions.** Role descriptions should be developed for the program leader and for other staff such as counselors, teachers, librarian, and others including resource persons, volunteers, or students if they are involved in the program. The role descriptions should include general activities that will be completed by each type of staff drawn from the summary of the program. In addition, management and coordination responsibilities should be listed including leadership, evaluation, public relations, articulation, and staff development.

3. **Program Resources.** A list of resources needed to conduct the program should be developed. This includes physical space, equipment, materials, and supplies.

4. **Budget.** A budget should be developed listing financial resources needs in such areas as equipment, facilities, supplies, and staff development.

5. **Management Schedule.** A list of all management tasks should include task, personnel responsible, and date completed. Include coordination, evaluation, public relations, articulation, and staff development.

6. **Program Schedule.** A schedule should be developed listing all program activities arranged by month and grade level.

7. **Program Guide.** The "Program Activity Design Forms" should be collated into a separate program guide to be used by staff who will conduct the program.

CAREER DEVELOPMENT PROGRAM PLAN

Program Description

(Complete for each competency)

Competency:

Indicator	Process	Activity	Grade	Self	Date

Staff Roles and Responsibilities

Program Leader (List responsibilities based on the revised program organized by such processes as classroom instruction, counseling, assessment, information, placement, consultation, and referral.)

Staff (List responsibilities for each staff member or type of staff, e.g., counselors, teachers, librarian, and others, by such processes as classroom instruction, counseling, assessment, information, placement, consultation, and referral.)

Career Development Program Plan *(con't)*

Program Resources. Make a complete list of resources needed based on the revised program.

Physical Facilities. Space needed; special requirements (e.g., privacy)

Equipment. List all needs including media, computer, furniture, and other items.

Materials and Supplies. List all needs including assessment materials and scoring services, career information, and others.

Budget. Develop line item budget covering such items as equipment, materials and supplies, staff development, consultants, etc.

Management Schedule

(List all management tasks related to evaluation, public relations, articulation, coordination, and staff development.)

Task	Person Responsible	Date Completed

Program Schedule

(List all program activities from the program description arranged by grade level and by month.)

Month	Activity	Client Group

PROCEDURE 13

PREPARING STAFF DEVELOPMENT PLANS

Assess Staff Development Needs

1

Activity	Staff Responsible	Date
a. Identify staff development assessment instrument		
b. Develop time lines for administering instrument		
c. Develop final report		

Notes:

Develop Individual and Group Staff Development Plans

2

Activity	Staff Responsible	Date
a. Collect individual staff development plans		
b. Design career development staff development plan		
c. Obtain approval and resources for plan		

Notes:

ACTIVITY SELECTION AND DESIGN FORM

Competency Number: Grade Level:

Indicator:

Standard:

Guidance Process:

- ☐ Classroom Instruction
- ☐ Counseling
- ☐ Assessment
- ☐ Career Information
- ☐ Placement
- ☐ Consultation
- ☐ Referral

If instruction, in which class(es) can it be delivered:

Description of Activity: (Attach any worksheets or handouts that are required to conduct the activity.)

(Complete a "Measure Selection and Development Form" for each indicator and attach to this "Activity Design Form.")

MEASURE SELECTION AND DEVELOPMENT FORM

Competency Number: Grade Level:

Indicator:

Standard Objective:

Measure:

Scoring Instructions:

SELF-ASSESSMENT OF COUNSELOR STAFF DEVELOPMENT NEEDS

Counselors need a variety of skills and competencies to implement a career development program. This self-assessment will help you identify your current staff development needs and develop an individual plan to help you feel better prepared to implement our revised career development program. We will also summarize results for all counselors to help develop our career development staff development plan.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of our revised career development program and (2) how high your need is to improve this competency.

Importance	My Need
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

When you have rated each of the statements according to its importance for implementing the revised program and your need to improve this competency, review the statements that you rated as both very important and very high need and select the five that represent your most important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

(The following illustrates the format for this technique. To finalize the survey, include all of the counselor competencies that are listed in the "Counselor Competencies".

Guidance and Counseling	**Importance for Program**				**Need for Me**			
1. Knowledge of general counseling theories and techniques.	4	3	2	1	4	3	2	1
2. Knowledge of decision-making models.	4	3	2	1	4	3	2	1
3. Skills in building a productive relationship between the counselor and the students.	4	3	2	1	4	3	2	1

Self-Assessment of Counselor Staff Development Needs *(con't)*

Most Important Professional Development Needs. Review the statements that you rated as both **very important** and **very high need** and **select the five** that represent your most important staff development needs and list them below.

Competency Number:

1.

2.

3.

4.

5.

COUNSELOR COMPETENCIES

Recently, considerable interest has developed at the national level in identifying counselor competencies related to career guidance and counseling. Such groups as the National Career Development Association (NCDA) and the National Board for Certified Counselors (NBCC) have developed and endorsed a set of career counselor competencies and a process for certifying career counselors. Drawing on the competencies developed by NCDA, the *National Guidelines* project developed the following counselor competencies.

Guidance and Counseling

1. Knowledge of general counseling theories and techniques.
2. Knowledge of decision-making models.
3. Skills in building a productive relationship between the counselor and the students.
4. Ability to use individual and group counseling techniques in effectively assisting students with career exploration.
5. Skills in conducting group activities to respond to students' identified interests and needs.
6. Ability to plan and use structured activities to increase students' career development knowledge and skills.
7. Ability to help students recognize relationships between self-understanding and effective career decisions.
8. Ability to assist students in identifying personal factors related to career decision-making including effort, personality, values, interests, aptitudes, and motives.
9. Skills in recognizing and modifying stereotypes held by students related to career decisions.
10. Knowledge of role relationships and the use of counseling skills to facilitate personal, family, and career development.
11. Ability to assist students in identifying contextual factors in career decision making including family, friends, educational opportunities, and finances.
12. Knowledge of different cultures of students and the ability to interact effectively with all populations.
13. Ability to understand and help clarify students' decision-making processes.
14. Ability to help students understand the relationship of interpersonal skills and success in school and the work-place.
15. Ability to help students identify and pursue secondary and postsecondary school educational alternatives.

16. Ability to assist students in the selection of courses that would be required and/or beneficial for their career choices.

17. Ability to identify role models for students in occupations and careers they wish to explore.

18. Ability to help students set goals and identify strategies for reaching goals.

Information

19. Knowledge of education, training, employment trends, labor market, and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields.

20. Knowledge of basic concepts related to vocational-career counseling including career development, career paths, and career patterns.

21. Knowledge of career development and decision-making theories.

22. Knowledge of the changing roles of women and men an the interrelationship of work, family, and leisure.

23. Knowledge of resources and techniques designed for use with special groups.

24. Knowledge of and the ability to use computer-based career information delivery systems to store, retrieve, and disseminate career and occupational information.

25. Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career guidance and counseling programs.

26. Knowledge of employment information and career exploration and planning materials for students' use.

27. Knowledge of basic concepts related to the use of labor market information in career counseling, classification of occupations according to various classification systems, and classification industries as providers of goods or services.

Individual and Group Assessment

28. Knowledge of assessment techniques and measures of aptitudes, achievement, interests, and values.

29. Ability to identify assessment resources appropriate for specific situations and populations.

30. Ability to evaluate assessment resources and techniques in terms of their validity, reliability, and relationships to race, sex, age, and ethnicity.

31. Ability to demonstrate the proper administration of assessment techniques.

32. Ability to interpret assessment data to students, parents, school administrators, and other appropriate individuals or groups of people.

Management and Administration

33. Knowledge of program designs that can be used in the organization of career guidance and counseling programs.

34. Knowledge of needs assessment techniques and practices.

35. Ability to assess the effectiveness of current career guidance and counseling program and practices in meeting prioritized goals.

36. Ability to develop a comprehensive career guidance and counseling program plan.

37. Knowledge of management concepts and leadership styles used in relation to career guidance programs.

38. Ability to adjust management and administration methods to reflect identified career guidance and counseling program problems and specified situational needs.

39. Ability to identify/develop and use record-keeping methods to account for the delivery of required career development experiences and the extent to which each student received the required experiences (including those delivered by teachers, parents, and community-based personnel).

40. Skills in developing marketing/promotional activities designed to foster community support for career guidance and counseling programs and initiatives.

41. Ability to prepare proposals, budgets, and timelines for career guidance and counseling programs.

42. Ability to identify staff competencies needed to remain current with career guidance and counseling practices and resources.

43. Ability to design, conduct, analyze, and report assessment of student outcomes that can be attributed to a comprehensive career guidance and counseling program.

Implementation

44. Knowledge of program adoption and planned change strategies.

45. Knowledge of personal and environmental barriers affecting the implementation of career guidance and counseling programs.

46. Ability to implement individual and group programs, in a variety of career development areas including assessment, decision-making, career information, and general career counseling.

47. Ability to implement a public relations effort on behalf of career guidance activities, services, and outcomes.

48. Ability to plan, organize, and manage a comprehensive career resource center.

Consultation

49. Ability to assist teachers and staff in understanding assessment instruments and their value to students.

50. Ability to assist teachers and staff in developing an articulated career development curriculum.

51. Ability to assist teachers and staff in developing curriculum that addresses all areas of career development.

52. Ability to assist teachers and staff in teaching a guidance curriculum learning activity or unit in the classroom.

53. Ability to assist teachers and staff in working with business/industry personnel to provide instruction on employment expectations, changes in the work-place, and job requirements.

54. Ability to assist teachers and staff in working with students to explore various employment and career opportunities.

55. Ability to provide programs that encourage the elimination of bias and stereotyping with regard to gender, race, and handicapping conditions.

56. Ability to assist parents in understanding students' interests, aptitudes, and achievements.

57. Ability to assist parents in understanding the components of the career decision-making process.

58. Ability to assist parents in helping students explore educational and career options/alternatives.

59. Ability to assist parents in becoming aware of a variety of career development and educational opportunities available to students at the high school and postsecondary levels.

60. Ability to assist parents in working with students to develop individual career development and educational plans or implementation at the junior high and high school levels.

61. Ability to assist parents in working with students in coping with family issues and decisions.

62. Ability to convey program goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority: legislators, executives, and others.

63. Ability to provide data on the cost-effectiveness of career guidance and counseling programs.

Special Populations

64. Sensitivity toward the unique developmental issues and needs of minorities and/or students with special needs.

65. Sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.

66. Knowledge of realistic career expectations for individuals with special needs.

67. Ability to identify community resources and establish linkages to assist students with special needs.

68. Ability to listen to, establish rapport with, and find appropriate methods or resources to communicate with limited-English-proficient or impaired students.

PROCEDURE 14

CONDUCTING PROCESS EVALUATION

Identify Types of Information Needed

1

Activity	Staff Responsible	Date
a. Identify components to evaluate		
b. Identify method of evaluation		

Notes:

Collect Information

2

Activity	Staff Responsible	Date
a. Identify sources of information		
b. Identify staff responsible for administering instrument		
c. Develop a timeline		
d. Develop a final report		

Notes:

LIST OF PROCESS EVALUATION QUESTIONS

This list of questions relates to the sections of the "Career Development Program Plan"

1. Mission
   a. Is the mission still appropriate or should it be revised?
2. Local Student Career Development Standards
   a. Does the program address all of the competencies and indicators?
   b. Does the program deliver these as specified in the scope and sequence?
3. Program Processes
   a. Were the activities for each indicator conducted?
   b. Were they provided to all intended students?
   c. Were they delivered as scheduled?
   d. Were there problems in delivery of specific activities?
   e. Are there suggested improvements for specific activities?
4. Program Structure
   a. Leadership

      Did the program leader carry out his or her responsibilities?

      Did he or she have adequate time to coordinate the program?

      What problems did he or she have in coordinating the program?
   b. Staffing

      Did each program staff member carry out his or her responsibilities?

      Did he or she have adequate time to complete these responsibilities?

      What problems did staff encounter in delivering the program?
   c. Facilities

      Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?

Is adequate equipment provided for the program? If not, what additional equipment is needed?

Are necessary materials provided for the program? If not, what additional materials are needed?

Are necessary supplies provided for the program? If not, what additional supplies are needed?

d. Budget

Were adequate financial resources provided for the program? What additional financial resources are needed?

e. Management

Were the tasks specified on the management plan completed as scheduled? Is the program coordinated with other guidance and counseling program areas and with other school programs? Are there any coordination problems? How might coordination be improved?

Were measures developed for each of the student indicators? Were they administered on schedule? Was a summary report of individual and group attainment of competencies and indicators developed?

What public relations activities were conducted? What additional activities might be conducted?

Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?

Has a plan been developed to support articulation with programs at other levels? Has the plan been implemented?

What articulation needs or problems have been identified?

PROCEDURE 15

DESIGNING PRODUCT EVALUATION

Collect Information

1

Activity	Staff Responsible	Date
a. Identify measures		
b. Analyze measures		
c. Select appropriate measures		

Notes:

Train Design Teams

2

Activity	Staff Responsible	Date
a. Select staff to conduct training		
b. Develop time lines		

Notes:

Select or Develop Measures

3

Activity	Staff Responsible	Date
a. Identify personnel and resources to assist design team		
b. Determine monitoring process		
c. Finalize measure		

Notes:

MEASURE SELECTION AND DEVELOPMENT FORM

Competency Number: Grade Level:

Indicator:

Standard Objective:

Measure:

Scoring Instructions:

PROCEDURE 16

ELEMENTARY SCHOOL
INDIVIDUAL CAREER PLAN

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

INSTRUCTIONS:

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout the elementary school experience.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.

3. As product evaluation is completed each year, an individual profile of student attainment of the standards related to each competency should be added to the plan.

INDIVIDUAL CAREER PLAN
ELEMENTARY LEVEL

Name ____
LAST FIRST MIDDLE

School ____

1. My best characteristics are:

2. My main likes and dislikes are:

3. My strongest abilities are:

4. When I grow up, I think I'd like to work as a:

5. To be a good student, I need to do the following:

6. To become the kind of person and citizen I want to be, I have fully achieved the following career development competencies and performed all identified indicators: (Write in month and year when fully achieved.)

Competency	**Date**
Knowledge of the importance of a self-concept to development.	____________
Skills for interacting with others.	____________
Awareness of the importance of emotional and physical development on career decision making.	____________
Awareness of the importance of educational achievement to career opportunities.	____________

Competency	**Date**
Awareness of the interrelationship of work and learning.	____________
Awareness of skills for understanding and using career information.	____________
Awareness of the interrelationship of responsibility good work habits, and career opportunities.	____________
Awareness of how careers relate to the needs and functions of society.	____________
Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.	____________
Awareness of the interrelationship of life roles and careers.	____________
Awareness of different occupations and changing male/female roles.	____________

7. I will participate in the following home, school and community activities to help me develop the characteristics, habits, and skills I need and want:

Signatures: ______________________________

STUDENT

____

PARENT

____

COUNSELOR OR TEACHER

MIDDLE SCHOOL
INDIVIDUAL CAREER PLAN

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

INSTRUCTIONS:

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout the middle school experience.
2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.
3. As product evaluation is completed each year, an individual profile of student attainment of the standards related to each competency should be added to the plan.

INDIVIDUAL CAREER PLAN
MIDDLE/JUNIOR HIGH SCHOOL LEVEL

Name ____
LAST FIRST MIDDLE

School ____

1. My interest are:

2. My abilities and skills are:

3. My hobbies and recreational/leisure activities are:

4. The school subjects in which I do best are:

5. I have explored careers in the following occupational clusters:

6. My tentative career goal(s) is (are):

7. To help me reach my career goal(s), I have fully achieved the following career development compentencies and demonstrated performance on all identified indicators: (Write in month and year when fully achieved.)

Competency	**Date**
Knowledge of the influence of a positive self-concept on career development.	____________
Skills for interacting with others.	____________

Competency	Date
Knowledge of the importance of emotional and physical development.	______
Knowledge of the relationship of educational achievement to career opportunities.	______
Understanding of the attitudes necessary for success in work and learning.	______
Skills for locating, understanding, and using career information.	______
Knowledge of the skills necessary to seek and obtain a job.	______
Understanding of how careers relate to needs and functions of the economy and society.	______
Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.	______
Knowledge of the interrelationship fo life goals and careers.	______
Understanding of how sex-role stereotyping, bias, and discrimination limit career choices, opportunity, and achievement.	______
Understanding of the process of career exploration and planning.	______

8. To achieve my career goal, I shall choose the following program of studies in high school:

(20) Credit Diploma ______ (22) Credit Diploma ______ Other ______

9. I plan to study the following subjects in Grades 6-9:

Grade 6 19___ -___

Subjects	Mark

Grade 7 19___ -___

Subjects	Mark

Grade 8 19___ -___

Subjects	Mark

Signatures: ______________________________

STUDENT

____

PARENT

____

COUNSELOR OR TEACHER

HIGH SCHOOL
INDIVIDUAL CAREER PLAN

This activity is intended to help counselors monitor and strengthen individual student achievement of the student career development competencies and indicators and to assist in developing an educational and career plan.

INSTRUCTIONS:

1. It is recommended that an "Individual Career Plan" be maintained for each student throughout high school.

2. The counselor or teacher/advisor to whom a student is assigned should be responsible for meeting with the student to develop, review, revise, and implement the plan.

3. As product evaluation is completed each year, an individual profile of student attainment of the standards related to each competency should be added to the plan.

INDIVIDUAL CAREER PLAN
HIGH SCHOOL LEVEL

Name ____
LAST FIRST MIDDLE

School ____

1. My interests are:

9th Grade 10th Grade 11th Grade 12th Grade

2. My abilities are:

9th Grade 10th Grade 11th Grade 12th Grade

3. My hobbies and recreational activities are:

9th Grade 10th Grade 11th Grade 12th Grade

4. The school subjects in which I do best are:

9th Grade	10th Grade	11th Grade	12th Grade

5. I have explored the following careers:

9th Grade	10th Grade	11th Grade	12th Grade

6. I have worked part time or had some experience with following jobs or work tasks: (up-date each year)

7. My tentative career goal(s) is (are) the following:

9th Grade	10th Grade	11th Grade	12th Grade

8. I have chosen the following curriculum to study in high school. Courses are outlined on my high school studies plan, which is part of my cumulative record.

(20) Credit Diploma ______ (22) Credit Diploma ______ Other ______

9. I plan to pursue further training beyond high school in the following programs, schools, or colleges:

OR

I plan to obtain work in one of the following jobs (businesses, industries):

10. I have attained the indicators specified in the local student career development standards. If not, I have met with my counselor to determine activities I can do to strengthen each indicator that I have not attained. (Also attach individual profile summarizing student attainment of indicators each year.)

Competency	**Grade**			
	9th	**10th**	**11th**	**12th**
Understanding of the influence of a positive self-concept on career development.	______	______	______	______
Interpersonal and social skills required for positive interaction with others.	______	______	______	______
Understanding of the interrelationships of emotional and physical development and career decision making.	______	______	______	______
Understanding of the relationship between educational achievement and career planning, training, and placement.	______	______	______	______
Positive attitudes toward work and learning.	______	______	______	______
Skills for locating, evaluating, and interpreting information about career opportunities. Skills for preparing, locating, obtaining, maintaining and advancing in a job.	______	______	______	______

Competency	Grade 9th	 10th	 11th	 12th
Understanding of how society needs and functions influence the nature and structure of work.	________	________	________	________
Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.	________	________	________	________
Understanding the interrelationship of life roles with careers.	________	________	________	________
Understanding of the continuous changes of male/female roles and how they relate to career decisions.	________	________	________	________
Skills in career exploration and planning.	________	________	________	________

Signatures: ______________________________

STUDENT

____

PARENT

____

COUNSELOR

RESOURCES

RESOURCES

The resource materials presented in this appendix provide information related to guidelines and standards for career guidance and counseling. Resources are arranged according to books, journal articles, state agency standards documents and resources, professional associations and federal agencies (policy statements, position papers, and resolutions), local educational agencies, training materials, other related research reports and studies, and addresses of agencies and associations. ED numbers indicate that the resource is available through the ERIC system.

Books

Bailey, L.J. (1985). *Career education for teachers and counselors*. Cranston, RI: The Carroll Press.

Brown, D., Brooks, L. & Associates. (1984). *Career choice and development*. San Francisco, CA: Jossey-Bass.

Campbell, R .E., Connell , J. B., Boyle, K. K., & Bhaerman, R. D. (1983). *Enhancing career development: Recommendations for action*. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Services No. ED 227 303)

Charner, I., & Rolzinski, C. A. (Eds.). (1987). *Responding to the educational needs of today's workplace*. New directions for continuing education series, No. 33. San Francisco, CA: Jossey-Bass.

Crites, J.O. (1987). *Evaluation of career guidance programs: Models, methods, and microcomputers*. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Services No. ED 284 065)

Frederickson, R. (1982). *Career information*. Englewood Cliffs, NJ: Prentice-Hall.

Gysbers, N.C., & Associates. (1984). *Designing careers: Counseling to enhance education, work, and leisure*. San Francisco, CA: Jossey-Bass.

Gysbers, N.C. & Henderson, P. (1988). *Developing and managing your school guidance program*. Alexandria, VA: American Association for Counseling and Development.

Gysbers, N.C., & Moore, E.J. (1987). *Career counseling: Skills and techniques for practitioners*. Englewood Cliffs, NJ: Prentice-Hall.

Herr, E.L. (1982). The effects of guidance and counseling: Three domains. *Foundations for policy in guidance and counseling* E.L. Herr & N.M. Pinson (Eds.). Falls Church, VA: American Personnel and Guidance Association. (ERIC Document Reproduction Services No. ED 250 589)

Herr, E.L. & Cramer, S.H. (1988). *Career guidance and counseling through the life span*. Boston, MA: Little, Brown and Company.

Humes, C.W. (1986). *Contemporary counseling: Services, applications, and issues*. Muncie, IN: Accelerated Development Press.

Isaacson, L.E. (1985). *Basics of career counseling*. Boston, MA: Allyn and Bacon.

Johnston, W.B. et al. (1987). *Workforce 2000: Work and workers for the 21st century*. Indianapolis, IN: Hudson Institute. (ERIC Document Reproduction Services No. ED 250 589).

Kapes, J.T., & Mastie, M.M. (1988). *A counselor's guide to career assessment instruments*. Alexandria, VA: National Career Development Association.

Leibowitz, Z., & Lea, D. (1986). *Adult career development*: Concepts, uses, practices. Alexandria, VA: American Association for Counseling and Development.

National Occupational Information Coordinating Committee. (1986). *Using labor market information in career exploration and decision making: A resource guide*. Garrett Park, MD: Garrett Park Press. (276 pp.) (ERIC Document Reproduction Services No. ED 284 020)

Spokane, A.R., & Oliver, L.W. (1983). The outcomes of vocational interventions. *Handbook of vocational psychology*. Vol. 2., W.B. Walsh & S.H. Osipow (Eds.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Yost, E.B. & Corbishley, M.A. (1987). *Career counseling: A psychological approach*. San Francisco, CA: Jossey-Bass.

Professional Journal Articles

Carrol, M.R. (Ed.). (1980). Standards for guidance and counseling programs. *School counselor*, 28(2), 81-86.

Diamond, E.E. (1985). Development of the joint committee standards for evaluations of educational programs, projects, and materials. *Measurement and evaluation in counseling and development*, 18(2), 51-57.

Engen, H.B. & Noeth, R. J. (1983). Assessing quality in career guidance programs: One state's approach. *Vocational guidance quarterly*, 31(1), 80-88.

Fretz, B.R. (1981). Evaluating the effectiveness of career interventions. *Journal of counseling psychology monograph*, 28(1), 77-90.

Gerstein, M. (ED.). (1982). Theme issue: Comprehensive career guidance. *Vocational guidance quarterly*, 30(4), 291-383.

Hartman, R.A. (1988). A counselor role: Curriculum development and evaluation. *School counselor*, 35, 377-382.

Hendrickson, L. (1983). An evaluation of school district guidance and counseling programs: Procedures and results. *Evaluation and program planning: An international journal*, 6(2), 131-137. (ERIC No. EJ 296 222).

Lester, J.N. & McCormac, M.E. (1988). The NOICC career guidance standards project. *Vocational education journal*, 62(6), 47-48. (ERIC No. EJ 356 474)

Lewis, J.D. (1983). Guidance program evaluation: How to do it. *School counselor*, 31(2) 111-19.

Lombano, J.H. (1985). Guidance accountability: A new look at an old problem. *School counselor*, 32(5), 340-46.

Martin, J. (1983). Curriculum development in school counseling. *Personnel and guidance journal*, 61(7), 406-409.

Matthay, E.R. (1988). A study of school counselor evaluation procedures. *School counselor*, 35, 383-393.

National Association of Secondary School Principals. (1987). NAASP bulletin *(The journal for middle level and high school administrators)*, 71(499), 1-57.

Rimmer, S.M., & Burt, M.A. (1980). Needs assessment: A step-by-step approach. *School counselor*, 28(1), 59-62.

Splete, H., & Miller, J. (1981). Research and evaluation on counseling for career development. *Personnel and guidance journal*, 59(8), 526-530.

Tittle, C.K. (1982). Career guidance: Program evaluation and validity. *Measurement and evaluation in guidance*, 15(1), 22-24.

Wheeler, P.T. & Loesch, L. (1981). Program evaluation and counseling: Yesterday, today, and tomorrow. *Personnel and guidance journal*, 59(9).

State Departments of Education

Standards Document and Resources

Alabama State Department of Education. (1981). *Guidelines for developing a comprehensive guidance and placement annual plan*. Montgomery: Author, Division of Vocational Education Services. (11 pp).

Alabama State Department of Education. (1984). *The guidance and counseling state plan for excellence in Alabama's public schools*. Montgomery: Author. (53 pp.)

Alaska State Department of Education. (1981). *Promising practices: Criteria for excellence in guidance and counseling*. Juneau: Author. (10 pp.) (ERIC Document Reproduction Services No. ED 281 560)

California State Department of Education. (1981). *Guidelines for developing comprehensive guidance programs in California public schools: Kindergarten through adult school*. Sacramento: Author. (54 pp.) (ERIC Document Reproduction Services No. ED 217 337)

Colorado State Board for Community Colleges and Occupational Education. (1986). *Career development guidelines: A handbook for program planning and review (Draft)*. Denver: Author, Special Programs Division. (19 pp.) (ERIC Document Reproduction Services No. ED 278 803)

Colorado State Board for Community College and Occupational Education. (n.d.). *Unified state plan for guidance, counseling, and placement in Colorado - Grades 7-12*. Denver: Author. (67 pp.) (ERIC Document Reproduction Services No. ED 236 486)

Florida State Department of Education. (1986). *Linking education and work*. Tallahassee: Division of Vocational, Adult and Community Education, Bureau of Program Improvement. (57 pp.)

Gelatt, H.B., Paul, S., Patterson, J., & Unger, G. (1986). *The guidance adult: Quality indicators for school guidance and counseling reform*. Sacarmento: California State Department of Education.

Idaho State Department of Education. (1985). *Guidance and counseling program review instrument/ quality indicators*. Boise, Idaho: Author, Division of Guidance and Counseling/Testing. (16 pp.)

Illinois State Board of Education. (1986). *Illinois counseling and guidance by objectives handbook*. Springfield: Department of Adult, Vocational and Technical Education, Research and Development Section. (128 pp.)

Illinois State Board of Education (1986). *The guidance by objectives planning package for the microcomputer*. Springfield: Department of Adult, Vocational and Technical Education, Research and Development Section.

Iowa State Department of Education. (1986). *The Iowa K-12 career guidance curriculum guide for student development*. Des Moines: Author, Guidance Services. (223 pp.) (ERIC Document Reproduction Services No. ED 273 873)

Kansas State Department of Education. (1982). *The Kansas guidance program evaluation guide and resource packet*. Topeka: Author, Educational Assistance Section. (24 pp.)

Kenneke, L.T., & Suzuki, W.N. (1981). *Promising practices in Oregon career and vocational education*. Corvallis, OR: Oregon State Department of Education and Oregon State University. (ERIC Document Reproduction Services No. ED 205 767)

Maryland State Department of Education. (n.d.). *Standards for school guidance programs in Maryland*. Baltimore: Author, Division of Compensatory, Urban, and Supplementary Programs. (13 pp.)

Michigan State Department of Education. (1986). *State career guidance plan*. Big Rapids, MI: Fern's State College, Center for Occupational Education.

Minnesota State Department of Education. (1981). *Career education: Some essential learner outcomes (K-12)*. St. Paul: Author, Career Education Division. (28 pp.) (ERIC Document Reproduction Services No. ED 220 571-574)

Mississippi State Department of Education. (1980). *Program of Work Guide for Vocational Guidance Counselors in Mississippi*. Jackson: Author, Division of Vocational Technical Education (61 pp.)

Mississippi State Department of Education. (1984). *Standards for vocational guidance programs*. Jackson: Author, Board of Vocational and Technical Education. (12 pp.)

Mississippi State Department of Education. (1986). *Mississippi counselor assessment instrument (draft)*. Jackson: Author, Bureau of Planning and Policy. (10 pp.)

New York State Education Department. (1985). *Guidance and counseling: Ensuring the rights of students*. Albany: Author, Occupational Education Civil Rights Technical Assistance Unit. (5 pp.) (ERIC Document Reproduction Services No. ED 270 685)

North Carolina Department of Public Instruction. (1981). *Guidance services evaluative criteria*. Raleigh: Author. (23 pp.)

North Dakota Job Service. (1985). *Instructor's manual for youth competencies*. Bismarck: Author, Employment and Training Division. (223 pp.)

Ohio State Department of Education. (1985-1986). *Ohio career development program: Guidelines for submission of operational grant proposals and planning grant proposals by vocational education planning districts*. Columbus: Division of Vocational and Career Education, Career Development Service. (11 pp.)

Ohio State Department of Education. (n.d.) *Career education in Ohio*. Columbus: Division of Vocational and Career Education, Career Development Service.

Ohio State Department of Education. (1985). *Career education, guidance and placement interface: A matrix for cooperation*. Columbus: Division of Vocational and Career Education, Career Development Service. (6 pp.)

Oklahoma State Department of Education. (n.d.). *Oklahoma standards for career guidance programs*. Stillwater: Author. (1 p.)

Oregon State Department of Education. (1986). *Oregon administrative rules: Chapter 581 - Department of Education, standards for public elementary and secondary schools*. Salem: Author. (14 pp.)

Oregon State Department of Education. (1986). *Oregon integrated career guidance model: Assessment and planning instrument - Grades 9-12*. Salem: Author. (15 pp.)

Owens, C.R. & Berryman, W.C. (1980). *How to develop a comprehensive guidance program: Leadership manual*. Montgomery: Alabama State Department of Education. (49 pp.) (ERIC Document Reproduction Services No. ED 201 810)Services No ED 278 923)

Owens, C.R. & Berryman, W.C. (1980). *How to develop a comprehensive guidance program: A resource manual*. Montgomery: Alabama State Department of Education. (154 pp.) (ERIC Document Reproduction Services No. ED 201 809)

Rhode Island Department of Education. (1985). *Basic education program for Rhode Island public schools*. Providence: Author. (251 pp.)

South Carolina State Department of Education. (1985). *Vocational guidance and placement planning guide*. Columbia: Office of Vocational Education, Vocational Guidance and Placement Unit. (454 pp.) (ERIC Document Reproduction Services No ED 278 923)

South Dakota Department of Education. (1983). *South Dakota standards for guidance and counseling*. Pierre: Author, Division of Elementary and Secondary Education and Cultural Affairs. (8 pp.)

Texas Education Agency. (1979). *Occupational orientation: Program standards for public schools*. Austin: Author. (35 pp.)

University of the State of New York. (1982). *Standards governing civil rights in vocational education programs*. Albany: New York State Education Department. (29 pp.) (ERIC Document Reproduction Services No. Ed 195 720)

Virginia Department of Education. (1984). *A monograph on career guidance and counseling*. Richmond: Author, Division of Special Education Programs and Pupil Personnel Services (36 pp.)

Virginia Department of Education. (n.d). *Virginia career guidance model*. Richmond: Author, Division of Special Education Programs and Pupil Personnel Services. (11 pp.)

Wisconsin Department of Public Instruction. (1986). *School counseling programs - A resource and planning guide*. Madison: Author. (114 pp.) (ERIC Document Reproduction Service No. ED 275 925)

Wyoming State Department of Education. (1985). *Proposed standards for counseling programs*. Cheyenne: Author.

Professional Associations and Federal/State Agencies

Policy Statements, Position Papers, and Resolutions

American Association for Counseling and Development. (1981). *Ethical standards*. Alexandria, VA: Author. (4 pp.)

American Personnel and Guidance Association (renamed American Association for Counseling and Development). (1975). *Career guidance: Role and functions of counseling and personnel practitioners in career education*. Alexandria, VA: Author. (3 pp.)

American School Counselor Association. (1986). *Implementation guide for the school counselor's role in career guidance*. Alexandria, VA: Author, ASCA Career Guidance Committee. (30 pp.)

American School Counselor Association. (1984). *Ethical standards for school counselors*. Alexandria, VA: Author. (2 pp.)

American School Counselor Association. (1984). *The school counselor's role in career guidance: Expectations and responsibilities*. Alexandria, VA: Author. (3 pp.)

American School Counselor Association. (1979). *Standards for guidance and counseling programs*. Alexandria, VA: Author. (9 pp.)

American Vocational Association. (1985). *Resolutions of the American Vocational Association*. Alexandria, VA: Author.

The American Vocational Association (AVA) supports the development of strong comprehensive career counseling, guidance, and placement systems involving the total school staff, employers, and parents, and encourages states to recognize model career counseling, guidance, and placement systems.

American Vocational Association. (1986). *Resolutions of the American Vocational Association*. Alexandria, VA: Author.

The American Vocational Association (AVA) encourages the funding of Title III, Part D of the Carl Perkins Vocational Education Act at the authorized level of $1 million and encourages the Congress to allocate an additional $8 million to the National Occupational Information Coordinating Committee (NOICC) for the purpose of funding at least one pilot program in each state to develop and implement an operational comprehensive career guidance, counseling and placement program consistent with the requirements of Title III, Part D. (Resolution 5)

Association of Computer-Based Systems for Career Information. (1982). *Handbook of standards for computer-based career information systems*. Eugene, OR: Association of Computer-Based Systems for Career Information (ACSCI) Clearinghouse. (ERIC Document Reproduction Services No. ED 266 389)

Caulum, D., & Lambert, R. (1985). *Guidelines for the use of computer-based career information and guidance systems*. Eugene, OR: Association of Computer-Based Systems for Career Information (ACSCI) Clearinghouse. (14 pp.) (ERIC Document Reproduction Services No. ED 266 391)

Commission on Precollege Guidance and Counseling. (1986). *Keeping the options open - Recommendations*. New York: College Entrance Examination Board. (43 pp.) (ERIC Document Reproduction Services No. ED 275 948)

Council for Exceptional Children. (1984). *Career/vocational assessment in the public school setting: The DCD position*. Reston, VA: Author, Division on Career Development. (5 pp.)

Council for Exceptional Children. (1984). *Position statement on career development*. Reston, VA: Author, Division on Career Development (3 pp.)

Herr, E.L. (1979). *Guidance and counseling in the schools: Perspectives on past, present and future. A summary of the full report*. Falls Church, VA: American Personnel and Guidance Association. (11 pp.)

National Association of State Boards of Education. (1986). *Bylaws and resolutions*. Alexandria, VA: Author.

NASBE believes that instruction should be designed so that youth and adults at the secondary and postsecondary levels may develop vocational education skills that include basic academic preparation and employment training. Innovative scheduling should be explored to allow for increased experience-based learning to facilitate the transition from school to the world of work. In addition, training opportunities should be provided for out-of-school unemployed persons, displaced workers, and those re-entering the work force. (Resolution 86-1 K)

NASBE supports the intent of the federal initiatives designed to help young people secure and maintain employment in the public or private sector without continuing subsidization. Public and private efforts to establish new educational and support services should be encouraged. Divided responsibilities for employment training and educational programs aimed at similar populations and with similar purposes have resulted in competition, and sometimes, duplication of services. State boards encourage coordination and should participate actively in cooperative efforts to improve the delivery and coordination of program services to youths, thus increasing the marketability of their qualifications and skills. (Position Statement 8)

National Board for Career Counselor Credentialing. (1986). *Guidelines for selecting a career counselor*. Alexandria, VA: Author. (2 pp.)

National Career Development Association. (1988). *The professional practice of career counseling and consultation: A resource document*. Alexandria, VA: Author.

National Occupational Information Coordinating Committee. (1986). *Guidelines for development of state policies on career information delivery*. Washington, DC: Author. (8 pp.)

National School Boards Association. (1986): *Resolutions of the National School Boards Association*. Alexandria, VA: Author.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models, and research that examines the effectiveness of such programs. (Resolution 4.1.26)

NSBA urges local boards to strengthen offerings in vocational education and career education. Local school boards, acting in close concert with their state school boards associations, are encouraged to obtain the support of their state legislatures for reasonable levels of local discretionary authority, state funding to initiate and finance these efforts, and continued support for existing programs. (Resolution 4.3.4)

National Vocational Guidance Association (renamed National Career Development Association). (1985). Vocational and career competencies. *Vocational guidance quarterly*, 34(2), 131-134.

National Vocational Guidance Association Commission on Criteria for Career Guidance Programs. (1979). Guidelines for a quality career guidance program. *Vocational guidance quarterly*, 28(2), 99-110.

Virginia Counselors Association. (1986). A position paper for the Blue Ribbon Commission on Education in America. *The realtor*, 29(1), 3.

Walz, G.R., et al. 1974). *A comprehensive view of career development*. Washington, DC: American Personnel and Guidance Association.

Local Educational Agencies/ Institutions

Reports and Resources

Dublin Local School District. (1985). *Competency-based guidance plan*. Dublin, OH: Board of Education. (75 pp.)

Ebert, M.K.,et al. (1985). *A study of the guidance program and its management in the Montgomery County Public Schools*. Rockville, MD: Montgomery County Public Schools, Department of Educational Accountability. (137 pp.) (ERIC Document Reproduction Services No. ED 256 796)

Montgomery County Public Schools. (1986). *Comprehensive guidance and counseling program of* *studies - Grades K-12 (draft).* Rockville, MD: Author, Superintendent of Schools. (38 pp.)

O'Neal, S. (1982). *K-12 guidance/counseling program - District evaluation report and counseling process activities.* Albuquerque, NM: Albuquerque Public Schools. (135 pp.) (ERIC Document Reproduction Services No. ED 231 860)

Training Materials and Resources

Erickson, R.G. (1985). *Evaluate guidance activities - Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (82 pp.) (ERIC Document Reproduction Services No. ED 258 007)

Maze, M., & Cummings, R. (1982). *How to select a computer-assisted career guidance system.* Richmond, CA: Author. (159 pp.) (ERIC Document Reproduction Services No. ED 221 700)

Miller J. (1985). *Ensure program operations - Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (57 pp.) (ERIC Document Reproduction Services, No. ED 258 005)

National Occupational Information Coordinating Committee. (1986). *Improved career decision-making through the use of labor market information.* Washington, DC: Author. (445 pp.)

Pfister, L.A. (1985). *Communicate and use evaluation-based decisions - Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (40 pp.) (ERIC Document Reproduction Services No. ED 258 008)

Other Related Reports and Studies

Alberta Department of Education. (1981). *Report of the task force on school counseling and guidance in Alberta: Planning and research.* Alberta, Canada: Department of Education, Edmonton. (337 pp.) (ERIC Document Reproduction Services No. ED 214 087)

Mitchell, A. (1979). *Counselor program effectiveness: Gathering, reporting and using the evidence.* Ann Arbor, MI: ERIC Counseling and Personnel Services Information Center. (ERIC Document Reproduction Services No. ED 167 929)

Addresses

Alabama State Department of Education
887 State Office Building
Montgomery, Alabama 36130

Alaska State Department of Education
Alaska State Office Building
Pouch F
Juneau, Alaska 99811

American Association for Counseling
and Development
5999 Stevenson Avenue
Alexandria, Virginia 22304

American Personnel and Guidance Association
(See American Association for Counseling
and Development)

American School Counselors Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

American Vocational Association
1410 King Street
Alexandria, Virginia 22314

Association of Computer-Based Systems for
Career Information Clearinghouse
1787 Agate Street
Eugene, Oregon 97403

Bell and Howell Publication Systems Division
Old Mansfield Road
Wooster, Ohio 44691

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Colorado State Board for Community
Colleges and Occupational Education
1313 Sherman Street
Denver, Colorado 80203

Commission on Precollege Guidance
and Counseling
The College Entrance Examination Board
45 Columbus Avenue
New York, New York 10023-6917

Council for Exceptional Children
Division on Career Development
1920 Association Drive
Reston, Virginia 22091

Dublin Local School District
144 West Bridge Street
Dublin, Ohio 43017

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110

Florida Department of Education
Florida Education Center
Tallahassee, Florida 32399-0400

Idaho State Department of Education
Len B. Jordan Building
650 West State Street
Boise, Idaho 83720

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Minnesota State Department of Education
901 Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Mississippi State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Montgomery County Public Schools
Department of Educational Accountability
Rockville, Maryland 20850

National Association of Secondary
School Principals
1904 Association Drive
Reston, Virginia 22091

National Association of State Boards of
Education
710 N. Fairfax Street, Suite 340
Alexandria, Virginia 22314

National Board for Counselor Credentialing
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Career Development Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Center for Research in
Vocational Education
2150 ShaHuck Avenue
Suite 600
Berkeley, California 94704-1306

National Occupational Information
Coordinating Committee
2100 M Street, NW, Suite 156
Washington, D. C. 20037

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314

National Vocational Guidance Association
(See National Career Development Association)

New York state Department of Education
One Commerce Plaza
Albany, New York 12234

New York State Education Department
Occupational Education Civil Rights
Technical Assistance Unit
Room 471, EBA
One Commerce Plaza
Albany, New York 12234

North Carolina Department
of Public Instruction
535 Education Building
Edenton & Salisbury Streets
Raleigh, North Carolina 27611

North Dakota Job Service
1000 East Divide
P. O. Box 1537
Bismarck, North Dakota 58502

Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

Oklahoma State Department of Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074

Oregon State Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

Rhode Island State Department of Education
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908

South Carolina State Department of Education
908 Ruthledge Office Building
Columbia, SC 29201

South Dakota State Department of Education
Richard F. Kneip Building
700 North Illinois
Pierre, South Dakota 57501

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Virginia State Department of Education
P. O. Box 6Q
101 North 14th Street
Richmond, Virginia 23216

Washington State Department of Education
Old Capitol Building
Olympia, Washington 98504

Wisconsin Department of Public Instruction
125 South Webster Street
Post Office Box 7841
Madison, Wisconsin 53707

Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

State Occupational Information Coordinating Committee

Alabama Occupational Information
Coordinating Committee
Bell Building, Suite 400
207 Montgomery Street
Montgomery, Alabama 36130
(205) 261-2990

Alaska Department of Labor
Research and Analysis Section
Post Office Box 25501
Juneau, Alaska 99802
(907) 465-4518

American Samoa State
Occupational Information
Coordinating Committee
Office of Manpower Resources
American Samoa Government
Pago Pago, American Samoa 96799
(684) 633-2153

Arizona State Occupational Information
Coordinating Committee
Post Office Box 6123, Site Code 897J
Phoenix, Arizona 85005
(602) 255-3680

Arkansas Occupational Information
Coordinating Committee
Research and Analysis Section
Arkansas Employment Security Division
Post Office Box 2981
Little Rock, Arkansas 72203
(501) 682-3159

California Occupational Information
Coordinating Committee
800 Capitol Mall, MIC-67
Sacramento, California 95814
(916) 3233-6544

Colorado Occupational Information
Coordinating Committee
218 Centennial Building
1313 Sherman Street
Denver, Colorado 80203
(303) 866-4488

Connecticut Occupational Information
Coordinating Committee
Connecticut Department of Education
25 Industrial Park Road
Middleton, Connecticut 06457
(203) 638-4042

Office of Occupational
and Labor Market Information
Delaware Department of Labor
University Office Plaza
Post Office Box 9029
Newark, Delaware 19714-9029
(302) 368-6963

District of Columbia Occupational
Information Coordinating Committee
Department of Employment Services
500 C Street, NW., Room 207
Washington, D.C. 20001
(202) 639-1090

Bureau of Labor Market Information
Department of Labor
and Employment Security
1320 Executive Center Drive
Atkins Building, Suite 210
Tallahassee, Florida 32399-0674
(904) 488-7397

Georgia Occupational
Information Coordinating Committee
Georgia Department of Labor
148 International Boulevard
Sussex Place
Atlanta, Georgia 30303
(404) 656-9639

Guam Occupational Information
Coordinating Committee
Human Resource Development Agency
Jay Ease Building, 3rd Floor
Post Office Box 2817
Agana, Guam 96910
(671) 646-9341

Hawaii State Occupational Information
Coordinating Committee
830 Punchbowl Street, Room 315
Honolulu, Hawaii 96813
(808) 548-3496

Idaho Occupational Information
Coordinating Committee
Len B. Jordan Building, Room 301
650 West State Street
Boise, Idaho 83720
(208) 334-3705

Illinois Occupational Information
Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

Indiana Occupational Information
Coordinating Committee
150 W. Market Street
Indianapolis, Indiana 46204
(317) 232-1848

Iowa Occupational Information
Coordinating Committee
200 East Grand Avenue
Des Moines, Iowa 50309
(515) 281-8075

Kansas Occupational Information
Coordinating Committee
401 Topeka Avenue
Topeka, Kansas 66603
(913) 296-1865

Kentucky Occupational Information
Coordinating Committee
275 E. Main Street - 2 East
Frankfort, Kentucky 40621
(502) 564-4258

Louisiana Occupational Information
Coordinating Committee
Post Office Box 94094
Baton Rouge, Louisiana 70804-9094
(504) 342-5149

Maine Occupational Information
Coordinating Committee
State House Station 71
Augusta, Maine 04333
(207) 289-2331

Maryland Occupational Information
Coordinating Committee
Department of Employment and Training
1100 North Eutaw Street, Room 600
Baltimore, Maryland 21201
(301) 333-5070

Massachusetts Occupational Information
Coordinating Committee
Massachusetts Division of Employment Security
C.F. Hurley Building, 2nd Floor
Government Center
Boston, Massachusetts 02114
(617) 727-6718

Michigan Occupation Information
Coordinating Committee
310 Hollister Building
106 W. Allegan, Box 30015
Lansing, Michigan 48909
(517) 373-0363

Minnesota Occupational Information
Coordinating Committee
Department of Economic Security
690 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101
(612) 296-2072

Mississippi Occupational Information
Coordinating Committee
Sillers Building, Suite 1005
Post Office Box 771
Jackson, Mississippi 39205
(601) 359-3412

Missouri Occupational Information
Coordinating Committee
421 East Dunklin Street
Jefferson City, MIssouri 65101
(314) 751-3800

Montana Occupational Information
Coordinating Committee
Post Office Box 1728
Helena, Montana 59624
(406) 444-2741

Nebraska Occupational Information
Coordinating Committee
Post Office Box 94600
State House Station
Lincoln, Nebraska 68509-4600
(402) 471-4845

Nevada Occupational Information
Coordinating Committee
601 Kinkead Building
505 East King Street
Carson City, Nevada 89710
(702) 885-4577

New Hampshire State
Occupational Information
Coordinating Committee
64B Old Suncook Road
Concord, New Hampshire 03301
(603) 228-9500

New Jersey Occupational Information
Coordinating Committee
Labor & Industry Building, Room 1008
CN 056
Trenton, New Jersey 08625-0056
(609) 292-2682

New Mexico Occupational Information
Coordinating Committee
Tiwa Building
401 Broadway, N.E.
Post Office Box 1928
Albeuqueque, New Mexico 87103
(505) 841-8636

New York State Occupational Information
Coordinating Committee
Department of Labor
Research and Statistics Division
State Campus, Building 12 - Room 400
Albany, New York 12240
(518) 457-6182

North Carolina Occupational Information
Coordinating Committee
1311 St. Mary's Street, Suit 250
Post Office Box 27625
Raleigh, North Carolina 27611
(919) 733-6700

North Dakota Occupational Information
Coordinating Committee
1600 East Interstate, Suite 14
Post Office Box 1537
Bismarck, North Dakota 58502-1537
(701) 224-2197

Northern Mariana Islands
Occupational Information
Coordinating Committee
Post Office Box 149
Saipan, cm 96950
(671) 234-7394

Ohio Occupational Information
Coordinating Committee
Division of LMI
Ohio Bureau of Employment Services
1160 Dublin Road, Building A
Columbus, Ohio 43215
(614) 644-2689

Oklahoma Occupational Information
Coordinating Committee
Department of Vocational and Technical
Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074
(405) 377-2000

Oregon Occupational Information
Coordinating Committee
875 Union Street, N.E.
Salem, Oregon 97311
(503) 378-8146

Pennsylvania Occupational Information
Coordinating Committee
Pennsylvania Department of Labor and Industry
1224 Labor and Industry Building
Post Office Box 1323
Harrisburg, Pennsylvania 17121
(717) 783-8384

Puerto Rico Occupational Information
Coordinating Committee
Post Office Box 6212
San Juan, Puerto Rico 00936-6212
(809) 753-7110

Rhode Island Occupational Information
Coordinating Committee
22 Hayes Street, Room 133
Providence, Rhode Island 02908
(401) 272-0830

South Carolina Occupational Information
Coordinating Committee
1550 Gadsden Street
Post Office Box 995
Columbia, South Carolina 29202
(803) 737-2733

South Dakota Occupational Information
South Dakota Department of Labor
607 North 4th Street, Box 1730
Aberdeen, South Dakota 57401
(605) 622-2314

Tennessee Occupational Information
Coordinating Committee
519 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-6451

Texas Occupational Information
Coordinating Committee
TEC Building
15th and Congress, Room 526T
Austin, Texas 78778
(512)463-2399

Utah Occupational Information
Coordinating Committee
c/o Utah Department of Employment Security
Post Office Box 11249
174 Social Hall Avenue
Salt Lake City, Utah 84147-0249
(801) 533-2028

Vermont Occupational Information
Coordinating Committee
Green Mountain Drive
Post Office Box 488
Montpelier, Vermont 05602-0488
(802) 229-0311

Virginia Occupational Information
Coordinating Committee
Virginia Employment Commission
703 E. Main Street
Post Office Box 1358
Richmond, Virginia 23211
(804) 786-7496

Virgin Islands Occupational Information
Coordinating Committee
Post Office Box 3359
St. Thomas, US VI 00801
(809) 776-3700

Washington Occupational Information
Coordinating Committee
212 Maple Park, MS KG-11
Olympia, Washington 98504-5311
(206) 438-4803

West Virginia Occupational Information
Coordinating Committee
16001/2 Washington Street, E.
Charleston, West Virginia 25311
(304) 348-0061

Wisconsin Occupational Information
Coordinating Committee
Division of Employment
and Training Policy
Department of Industry,
Labor and Human Relations
201 East Washington Avenue
Post Office Box 7972
Madison, Wisconsin 53707
(608) 266-6722

Wyoming Occupational Information
Coordinating Committee
Occupational Information Program
Herschler Building, 2nd Floor E.
Cheyenne, Wyoming 82002
(307) 777-7340

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

CD 5109 BK 89